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AUTHOR	Trieb, Carl Frederick
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ABSTRACT

This report summarizes an evaluation of educational needs in the areas of health and physical education, physical recreation, and athletic programs within the Fresno City Unified School District. The criteria of evaluation were primarily comparative. A standard of skill development was first derived and then used to compare the present performance level of students within the program. Authorities on present practices were consulted to establish the comparative standard, which was then classified into the biogenic needs, sociogenic needs, and educational needs of the learner. Site visits provided opportunities to interview district and school administrative personnel and physical education teachers about program curriculum and course content. This method of inquiry provided information to establish a matrix of educational needs. The major conclusions included a need for a more diversified program under the leadership of better qualified personnel, a more complete progress report program of individual students, and more adequate facilities. A related document is EA 002 839. (LN)

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EDUCATIONAL NEEDS

17. PHYSICAL EDUCATION

FRESNO, 1968

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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Dr. Edward E. Hawkins, project director
William P. Booth, coordinator of research and evaluation
Larry Matthews, research assistant
Dr. Louise R. Pierce, research assistant
Dr. Richard Sparks, editing consultant
Richard M. Mallory, editing
Alan E. Lubic, editing

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FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

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17. PHYSICAL EDUCATION

CARL FREDERICK TRIEB:	-A.B. University of California, [illegible] -M.A. University of California, [illegible] -Ph.D. Stanford University, [illegible]
Position:	-Professor of Physical Education, Occidental College (1928-1960) -Professor of Education and Director of Audio-Visual Education, Occidental College (retired)
Offices Held:	-National President and Life Member of Phi Epsilon Kappa
Member:	-American Psychological Association -Society for Research in Child Development -American Association for the Advancement of Science -American Association for Health, Physical Education, and Recreation -Phi Delta Kappa Fraternity
Honors:	-Fulbright Grant (taught at Akademie Voor Lichamelijke Opvoeding in Amsterdam, University of Munich, and Bayerische Sportakademie -Helms Athletic Foundation Award

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INITIAL CHARGE

To define learning requirements and assess unmet learning needs in the format of Product Specifications, as stated March 26 and supplemented June 3, 1968, in the areas of Health Education, Physical Education, Physical Recreation and Athletics.

The changes which take place in a dynamic society make it desirable, and often necessary, to evaluate the present status of educational systems with a view to determining whether or not they are meeting their obligations to the pupils in their schools and to the communities which support them. And because of the present and anticipated rapidity of changes in social philosophy, legal mandates, the growth and character of the population and in the technology and economy of communities, it is essential to make projections of the probable needs of young people in the next decade so that they may achieve their optimum development in total personality and be prepared to adjust to the demands made upon them as mature members of society.

The present report is a minor segment of such study being made in the Fresno Unified School District under the title Project Design, initiated and funded by the United States Office of Education.

A stipulation in the Contract limits this report to "defining learning requirements and assessing unmet learner needs" in the areas of health education, physical education, physical recreation, and athletics. The report is not supposed to pinpoint the cause of these needs nor to offer solutions designed to meet them, since the latter have been defined as the responsibility of those who continue the study to completion in its second year. However, since a dissection of the whole into sundry parts, as in a jig-saw puzzle, is likely to confuse rather than to enlighten, the liberty has been taken to define, interpret and emphasize problems and to make suggestions for their solution. This procedure is defensible, since the task force team may suggest needs which next year's team may not recognize, and the latter may suggest solutions of unmet needs incompatible with the findings of the task force team.

The Product Specifications state that "Learner needs are differences between standard or normal development of skills required by society and present performance levels." It follows that what have to be known are (1) the standard or normal development of skills required by society and (2) the present performance levels of students in these skills, before an evaluation of the effectiveness of programs designed to produce development of required skills can be made. The agreement between the two, or the negative or positive differences observed, will disclose whether present programs are meeting, failing to meet, or exceeding these standards.

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What constitutes a need is of course a reflection of the socio-economic and cultural milieu, of the social and educational philosophy prevalent, of the psychosocial and physical developmental level of members of the school population, and other controlling factors. Since these are more or less in a state of flux the problem of identifying "needs" is no easy one. Its solution depends upon a general approach which may uncover deficiencies in the school system as a whole - a quantitative method - followed by a clinical approach designed to uncover specific needs of individuals.

EXPERIMENTAL DESIGN

The selection of criteria for assessing present programs and determining unmet needs. These consisted of:

A. Authority: expert opinion and legal mandates.

B. Statistical and Clinical Data: which were of questionable reliability and too fragmentary to justify their use in reaching conclusions.

C. Programs and Practices in the Fresno Schools: as found in courses of study, teaching guides, and other materials provided by the Project Office.

D. Programs and Practices in Other School Systems: used as standards of likenesses and differences.

E. Visits to Schools and Observation of Programs and Practices Interviews: with district administrative personnel, school administrative personnel, and staff members of the boys and girls physical education departments.

MAJOR CONCLUSIONS

Pupils need more diversified programs in these areas, under the leadership of better qualified personnel, following revised and updated courses of study. A program of measurement and evaluation for diagnosing pupil needs, classifying pupils homogeneously, assessing pupil achievement, and for marking and motivating them, is indicated. Better and more adequate facilities and administrative support are needed to give the outcomes desired a better chance to be realized.

CLASSIFICATION MATRIX OF NEEDS

Learner Needs	Instructional Needs	Authority, etc. -Needs-	Directional etc. Needs-	Coordinative and Supportive Needs-
Individual Learner	Classroom Instructor	School Administrator	District Manage	Home and Community Parent-Comm. Leader
Biogenic Needs:				
Food, liquids				
Air, Light				
Activity				
Rest, Relax.				
Sex				
Senses	Satisfaction of all biogenic and sociogenic needs of the child are in some measure and degree the responsibility of the teacher, the administrator, the district, and the home and community, as delineated in some detail in pp. 18-31.			
Sociogenic Needs:				
Status				
Security				
Independence				
Gregariousness				
Educational Needs:				
Meas. & Eval.				
Med.-Phys. Exam	x	x	x	x
Class. Tests	x	x	x	
Skill Tests	x	x	x	
Norms			x	
Info. Tests	x	x	x	
Phys. Fitness	x	x	x	x State
Rating Scales, etc.	x	x	x	
Diversified Programs:	x	x	x	
Health Program	x	x	x	x
Regular Program	x	x	x	
Competitive Program	x	x	x	x Rec. Dept.
Remedial Program	x	x	x	x Clinics
Recreation Program	x	x	x	x Re. Dept.
Courses of Study	x	x	x	
Qualified Teachers		x	x	x Community
Improved Instruction			x	x Community
In-service Training	X			
Motivation	x	x	x	
Facilities	x		x	
Public Relations	x	x	x	
Supervision	x	x	x	

Identification of Educational Needs

I. Societal Standards	II. Assessment Data	III. Learner Needs
A. Biogenic Needs: Identification of and Satisfaction of thru	A. Fragmentary and incomplete courses of study; Course Offering Information; observation and interview; little objective test data available; Health Program inadequate; Physical Education Program average	A. Graded instruction in personal and community hygiene, with evaluation of information, attitudes and habits
1. Food and Liquids	1. School lunch facilities and menus satisfactory; free lunches provided the indigent	1. Facts and principles of balanced diet; physiology and hygiene of digestive system; adequate daily dietary intake
2. Ventilation and Lighting	2. These vary from questionable to excellent, depending upon age and design of buildings and rooms	2. Facts and Principles relating to air, ventilation & lighting; physiology & hygiene of vision & of the circulo-respiratory system
3. Activity	3. Observation of programs checked against known A-one programs; Insufficient planned vigorous instruction in all categories of activities	3. Information in the personal value of gaining skill & fitness through diverse activities; basic principles of physiology of exercise; more planned vigorous activity

Operations or Functions Required to Meet Identified Educational Needs

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
A. Graded instruction at all levels; articulated from level to level	A. Organizes instructional program for direct teaching and/or correlation with other subject areas	A. Mandates instruction in this area; provides courses of study & in-service training; supervises total program		A. Support program of health instruction for satisfying biogenic needs
1. Peculiarities & idiosyncrasies of dietaries of different socio-economic-ethnic groups; advises on lunches brought from home	1. Administers the school lunch program; insures enough drinking fountains	1. Organize & administer district school lunch program; provide for free lunches for indigent; supervise water facilities in schools	1. Provide adequate dietary in the home; should acquire information when needed	1. Raise funds for free lunches when public funds are insuffient
2. Supervision of heating, light-ventilation, where these can be controlled	2. Distributes information to all school personnel & supervises enforcement thereof; requests improvement of sub-standard conditions	2. Employs custodians to maintain hygienic environment; improves sub-standard conditions in plant and equipment	2. Provides these for health and comfort of child, especially good lighting for study; discourages constant viewing of TV	2. Works for improvement of housing conditions among poor & of lighting of all public places, as parks & playgrounds; seeks smog elimination
3. Provides & gives instruction in all phases of P.E. program; requires at least minimum standards of performance	3. Requires an instructional program in a broad spectrum of activities; Schedules time selects competent staff, and requests adequate facilities	3. Recognizes need; provides budgets; provides facilities; selects and employs teachers; supervises total program; insists on standards	3. Encourages child play at home or at playgrounds under supervision; discourages going to cinema and watching TV	3. Supports activity under school and Recreation Dept. auspices; organizes youth groups

I. Societal Standards	II. Assessment Data	III. Learner Needs
4. Rest and Relaxation	4. Too much opporunity to rest was noted, resulting from type of activity in action & apparent lack of pupil motivation; there was no evidence of potential physiological damage from overertion	4. Facts and principles of rest and relaxation, as these conduce to good mental & physical health; opportunity to rest during school hours if below par in nutritional status or if a cardiovascular condition is noted
5. Sex	5. This area completely ignored as a definitely recognized area of instruction; some attention may be given it in the one physiology course or implicit in other course offerings	5. Facts and principles of the physiology of sex and of sex hygiene; preparation for marriage; venereal disease; dangers of promiscuity; facts of population control
6. Integrity of Sensory Receptors	6. Special departments have responsibility for instruction of the blind, the partially sighted, the deaf, and the hard of hearing; lighting and acoustics good in relation to age of buildings; to few subjective motor activities offered to develope proprioceptors adequately	6. Facts and principles of conservation of vision and hearing; more gymnastic and rhythmic activities to improve subjective motor control

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
4. Diversified program to engender interest and minimize boredom; intersperse periods of vigorous activity with periods of rest	4. Schedules classes to provide "breaks"; instigate various programs of extracurricular activities	4. Establish policies in re school day and year length; set holidays; decide maximum academic load students may carry	4. Provide privacy for children as they mature and enter upon puberty and adolescence; avoid family quarrels causing tension	4. Provide camps, playgrounds and other facilities, with leadership, through recreation department, churches etc.
5. Instruction, given accurately & objectively	5. Inclusion of a course in the curriculum, or correlation and integration with & into other pertinent courses	5. Mandated instruction in this area; education of parents, churches & othersin its desirability; provide teaching guide & carefully selected teachers	5. Should give basic instruction when qualified to do so; endorse & support instruction in the schools	5. Support the program and give it desirable publicity in the right quarters through the right media
6. Instruction in hygiene of eyes and ears; safety programs and procedures for protection of vision and hearing; improved programs and teaching in subjective motor activities	6. Enforcement of suitable standards for lighting and acoustics; requisition for improvement when needed; sight and hearing conservation classes organized when needed	6. Appraisal of hearing and vision by school or private personnel; plant renovation to improve lighting and acoustics; provision of special teachers for blind, deaf, hard of hearing, and visually disabled	6. Early discovery and correction of visual and auditory defects; glasses & hearing aids; Hygienic & esthetic improvement of home conditions	6. Public clinics; free glasses & hearing aids for the indigent; recognition of and suppot of sight and hearing conservation programs

I. Societal Standards	II. Assessment Data	III. Learner Needs
B. Sociogenic Needs: Recognition of and Provision for their Satisfaction	B. Literature of the Psychology of Personality and of Social Psychology; observation of and experience with maturing boys and girls; interviews with school personnel	B. How to adjust and adapt to various social groups while attempting to satisfy his sociogenic needs
1. Status	1. Peer groups; letterman groups; band and drill team members; age, size, grade level status; ability achievement; undesirable status achieved in seeking recognition by engaging in undesirable behavior	1. Not an end in itself; comes as a reward for achievement; kinds, levels, undesirable and desirable status; socially-acceptable goals; guidance and counseling
2. Security	2. None, except by inference	2. Achievable goals; good instruction by enthusiastic teachers; programs taught with good class discipline
3. Independence	3. Pupils' response to teacher authority too often indifferent; wish to asset themselves without having demonstratedability to use freedom constructively	3. To accept constituted authority, respect it, cooperate with it; to develop self-discipline; to use freedom without trespass upon others' rights
4. Gregariousness	4. Observation of the tendency of maturing children to like to associate with one another in groups	4. That conformity is a requirement for acceptance into a peer group; that meeting the standards of the group with which identity is sought is a requirement for acceptance

I. Societal Standards	II. Assessment Data	III. Learner Needs
C. Educational Needs 1. Measurement and Evaluation See pages 32-33 for functions	C. 1.	C. 1.
a. Medical & Physical Examinations Well children learn better and are absent less frequently, with attendant reduction in cost to society	a. Uniformity in procedures to increase reliability of data; physicians not employed by district; physicians should be orthopedists or pediatricians; not all children are examined periodically; borderline cases may be missed in screening process used; sports team candidates not examined; findings should be part of cumulative record; no indication of follow-up procedures	a. Needs knowledge of defects and interpretation of health status at his level of understanding to secure intelligent cooperation when indicated
b. Classification Tests Homogeneous groups are taught more efficiently and economically	b. Classification in physical education is by grade only and in some cases by physical fitness within the grade; apparently very little concern is given to homogeneous grouping of pupils	b. Needs to be in a homogeneous group for ease in learning, to increase motivation, and to promote feeling of security
c. Skill Tests	c. Many skill tests in courses of study but validity & reliability are not given or are unknown; in general they are poorly administered; are used mainly to mark pupils	c. Needs to know present status and progress made in relation to established norms
d. Standardised Norms	d. Not available in any of the courses of study nor for the State Physical Performance Test	d. As in "c" above

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Hones	VIII. Leaders in the Community
1. Exemplifies the traits he wishes students to acquire; learn pupils' names; concern for pupils without maudlin sympathy	1. Devises system of awards & honors; treats all pupils impartially; sets school standards	1. Seeks to eliminate class distinctions of any kind in the district; gives city-wide recogtion for achievement	1. Accepts children as members of the family; gives them duties and responsibilities as well as privileges	1. Support measures to eliminate class distinctions; provide non-school opportunities to gain status
2. Informs pupil of present achievement level & standards to be met; provides progressive program to fit the pupil's classification	2. Coordinates all programs andprocedures to improve pupils' confidence in them; supports teacher discipline	2. Establishes policiesin re grading, promotion & graduation; support administrators & teachers in disciplinary measures taken	2. As above; should teach children to respect the teacher and to obey rules of school; should support teacher in maintaining discipline	2. Provide work opportunities for older pupils
3. Stands in loco parentis; encourages pupils to accept responsibility for own behavior; enforces policies, rules and regulations	3. Formulates rules and regulations; provides system of rewards & punishments; encourages pupil control of pupil behavior	3. Establishes district policies; protects teachers & administratorsin disputes	3. Give children increased freedom as theyearn the right to it	3. Should support school and law-enforcement agencies in all conflicts between the right to independence and an abuse of it
4. Provides programs & instruction in wholesome group activities; watches for the asocial and the over-aggressive pupil	4. Encourages activties to develop social interaction and cooperation	4. Provides for social intercourse between dverse ethnic groups to reduce traditional barriers	4. Needs to regain its former status as the basic social organization	4. Should support public programs in recreation centers; should endorse selected adult education programs

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
C. 1.	C. 1.	C. 1.	C. 1.	C. 1.
a. Refer pupils obviously ill or who have defects; helps in screening; may aid in parts of examination	a. Notifies home in re findings; examination results added to cumulative record	a. Formulates policies & procedures; employs physicians; supervises program; issues statistical reports	a. Cooperate with school; have family physician treat child	a. Suport program in schools; help provide clinics for indigent
b. Should classify pupils homogeneously for subject-matter taught; no evidence that this is being done	b. Should be as much concerned for Physical education as for academic areas	b. Formulates tests and standards for this & distributes them; supervises the total program; maintains district records	b.	b.
c. Administers prescribed tests when available; posts scores made; uses results for marking pupils and for evaluation of total program	c. Encourages or mandates skill testing as is done in academic areas	c. Provides tests to measure course of study content; collects data and compiles norms; supervises the program	c.	c.
d. Uses them for evaluation of self, pupils, and program; explains meaning to pupils and how to interpret them	d. Uses them to evaluate the P.E. program in comparison to other schools	d. Reponsible for their construc- if not otherwise available	d.	d.

I. Societal Standards	II. Assessment Data	III. Learner Needs
e. Information & Attitude Tests Individuals should know the facts and reasons for learning what is expected of them in overt and covert behavior	e. As far as could be determined no measurement is being attempted in these areas	e. Needs to acquire information, develop attitudes, and make social adjustments. Progress made in these areas requires measurement to secure tangible data of success
f. State Physical Performance Test As a mandated test it must be given and therefore should be carefully administered	f. Given in all school levels as required; standards for administering not consistently adhered to; test is often taught; not used primarily as a measure of program and teaching effectiveness	f. Needs to know why required and what it purports to measure; needs motivation in total program to improve performance in test items
g. Test of Physical Fitness Fitness is needed for everyday living, for military service, and for increasing longevity; fit peope are an economic asset	g. No test of physiological fitness is presently given, the mandated physical performance test purportedly serving this function	g. Needs optimum fitness for daily tasks; needs to know how to achieve and maintain it; needs to know what fitness is
h. Rating Scales & Score Cards	h. Not presently being used in physical education; attention should be directed toward the use of these tools of measurement	h. Serve function of assessing certain traits to give an inventory of strengths & weaknesses; how can he improve if he doesn't know where improvement is needed?

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
e. Constructs tests; administers and scores them; sets example of desireable attitudes; provides situations requiring social adjustment	e. Encourages use of this type of testing material; notes its effect on school morale	e. Construct tests for city-wide use; compile & interpret results; use results in publicity	e. Functions to inculcate desireable moral and ethical concepts	e.
f. Standardize test administration; train student helpers; post scores & interpret their meaning	f. Administrative responsibility; forwards raw scores	f. Scores tests or has them scored; forwards data to proper authority; provides facilities; establishes local norms	f.	f.
g. If and when adopted has same functions as for all other forms of measurement	g.	g. Adopts or constructs test to meet acceptable criteria; distributes it; supervises its administration	g.	g.
h. If provided, are used for subjective appraisal of pupil traits & as guides to program improvement	h.	h. Promotes their use for evaluating pupils, programs, procedures, etc.	h.	h.

I. Societal Standards	II/ Assessment Date	III. Learner Needs
2. Complete & Diversified Programs a. Health* (1) Instruction	2. a. Courses of study, interview with Director of Health Service; visits to schools and interviews with staff (1) Inadequate at all levels in all areas of information	2. a. Needs health to function efficiently (1) See biogenic needs
(2) Service	(2) Provided in re first aid; medical exams too infrequent and don't include all pupils	(2) Needs better and more frequent medical-physical examinations
(3) Environment	(3) Satisfactory considering age and architecture of facilities	(3)
b. Regular Physical Education	b. Observation reveals that they are not sufficiently diversified; too little gymnastics & rhythmics and insome no aquatics because of lack of pools	b. Needs diversified experiences for exploration, learning and development to achieve stated goals of physical education
e. Competitive Program	c. Excellent at interscholastic level but should include more sports; good at intramural level with same proviso; in general is emphasized to detriment of other aspect of total physical education program	c. Most biogenic and sociogenic needs can be satisfied by present programs
f. Remedial Physical Education	f. Very little given, mostly under state support; this need definitely is not being met	f. Needs correction of remediable organic & physical defects for reasons of health, personality, etc
g. Recreation Program	g. Most Phys. Ed. programs are more recreational than instructional; this presents no major concern	g. Has recreational needs which are provided for in school and in Recreation Dept. programs

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
2.	2.	2.	2.	2.
a.	a.	a.	a.	a.
(1) Gives accurate information; tests for knowledge	(1) Provides time in schedule for direct teaching	(1) Includes in all curricula; constructs courses of study; standards	(1) Primary scource of information if well-informed; teach good health habits	(1) Works for inclusion in schools
(2) Administers 1st Aid, etc.	(2) Requests nurses and physicians	(2) Provides personnel, etc.	(2) Home care of ill; private medical attention	(2)
(3) Supervises all P.E. areas for safety & hygiene	(3) Supervises school as a whole for safety and hygiene	(3) Provides custodial services and plant maintenance	(3) Hygienic and esthetic home environment	(3)
b. Needs to expand program into the five categories of activities	b. Should insist upon "all-around" program and provide an adequate staff	b. Courses of study for such program; hire teachers to teach it	b.	b.
c. Coaches teams; makes schedules; organizes & supervises games and contests	c. Eligibility of players; approval of schedules; policy making	c. League and inter-league competition; schedule making; disputes; eligibility	c. May be involved in Little League competition; send children to playgrounds	c. Supports non-school public & private facilities for this purpose
f. Should do some remedial work in regular classes by selection of proper materials	f. Should require inclusion of classes and materials to serve this need	f. Provide facilities program & staff; prepare courses of study	f. The first line of defense in prevention & correction	f. Give public support to the program
g. Presently provide too much recreation	g.	g. Cooperate with Recreation Dept. in facilities, programs & personnel	g. Home play and family recreation	g. Supports all programs for this purpose

I. Societal Standards	II. Assessment Data	III. Learner Needs
3. Courses of Study Guides for achieving stated goals	3. Thorough reading of all courses of study listed on page 16; comparison with other school districts; Fresno courses of study generally are good; need revision and updating, with expansion in specific areas	3. Portions of them should be made known to pupils through word of mouth and by duplicating extracts for his information and guidance
4. Qualified Teachers Essential to improve directed learning by pupils; parents and taxpayers entitled to teacher competency	4. No data available to assess training and experience; principals' evaluations and observation of teachers in action were bases for judgments. It must be concluded that most teachers are not doing a job of top grade teaching	4. Need inspired leaders who set the example of all traits the pupil is expected to exhibit; need teachers who can show how a skill is executed and not merely tell them how
5. Improved Instruction Should result from qualified teachers and good courses of study	5. Class organization & management inferior; too much time lost in roll-taking and organizing groups; little use of formations for teaching; repetitive use of same materials; no personal demonstrations & no observation and criticism; little evidence of motivation	5. As in 4 above
6. In-Service Training To improve teachers and promote uniform standards	6. None is presently being given for physical education teachers; there is dire need of this to make up for deficiencies in training	6.
7. Motivation The crux for learning	7. Marking pupils on performance & skill test results and by giving awards was only form of motivation noted	7. A basic need if pupils are to learn because they want to and not because they have to; values and dangers of peer group standards as motivators

IV. Teachers in Classrooms	V. School Administrators in Schools	VI. District Managers Across Schools	VII. Parents in Homes	VIII. Leaders in the Community
3. Need to follow them for content, procedures & measurement; adapt them to local conditions	3. Should insist on their use to meet at least minimum requirements	3. Constructs them with competent teacher help; supervises & enforces their use	3.	3.
4. Qualifies himself further by study, observation, and practice; should plan lessons & use proven methods	4. Selects teachers; supervises & evaluates them; should be in position to demand better teaching	4. Sets standards for selection & placement; tenure; salary scales, etc; supervision in subject-matter field	4. Should demand good teaching at a high professional level	4. Should be interested in attracting better teachers to the district
5. Should use every means to improve his teaching, judging his success by pupil reaction and their improvement in achievement	5. Needs to know what good teaching in physical education is and insist upon it when lacking	5. Rate teachers for salary increase on competence and not on years of service; sets standards of pupil performance	5.	5.
6. Good teachers welcome it, poor teachers resent it; should be mandatory	6. Should require attendance and rate accordingly	6. Sets up program; provides leadership; prepares materials to be given	6.	6.
7. Needs personality enthusiasm and competence; stimulating program; impartial marking; uniform dress; etc.	7. Provides system of awards and punishments; merit system; recognition; awards	7. Does the same on city-wide basis	7. Social pressure; encouragement; approval of accomplishment; pride in pupil's achievement	7.

I. Societal Standards	II. Assessment Data	III. Learner Needs
8. Facilities Needed for effective teaching and are a source of pride for the community	8. Range from inadequate to superior; no gymnasiums in elementary schools; all senior high and some junior high schools have gyms; few schools have pools, some of them unheated; scarcity of special facilities for remedial work, dance etc.; inadequate dressing, locker, and shower facilities in schools which are over-crowded	8. A suitable environment, with necessary equipment and supplies, for learning experiences in a diversified program
9. Public Relations To inform the public and to secure community support	9. Excellent interscholastic program; sports & other programs of recreation department superior; bands, drill teams & other special groups publicize the schools; no evidence of publicity for other portions of P.E. program; needed are news items, pictures, demonstrations, exhibitions, visits of public to schools; annual report of status and progress; Recreation Department issues good annual report	9. Needs rational publicity to serve as motivation, instill pride in self and school, give recognition and a sense of belonging
10. Supervision To improve teaching that educational goals may be achieved	10. Supervision by elementary principals more intensive than at junior & highschool levels; teacher supervision adequate but not outstanding; district supervision below what is needed	10. Needs supervision for safety and for learning efficiently; presently has too little rather than too much

IV. Teachers in Classrooms	V. School Administrators in Schools	VI.District Managers ACross Schools	VII. Parents in Homes	VIII. Leaders in the Community
8. Needed for expansion & diversity of program; improvement of morale	8. Requisitions facilities in terms of demonstrated need; approves schedule for use & sharing	8. Provides plans & funds; constructs or purchases; provides maintenance & operation	8. Provide space, toys, etc. for play at home; also proper places for rest and study	8. Urges public support of bond issues and tax increases
9. Word of mouth publicity thu better programs & satisfied pupils; invite visits to observe work; send news items through proper channels; have successful teams	9. Clearing house for school publicity; talks to PTA, service clubs, etc.; develop pupil morale so they take pride in school and speak favorably of it	9. Establishes policies & procedures; clearing house for district; sets up special agency and hires trained personnel	9. Satisfied parents are excellent publicizers; should be kept informed of what department is doing	9. Disseminates information thru talks
10. Supervises program, pupils & facilities; seems generally to assume role of policeman instead of a guide to learning	10. Distributes and enforces all policies, rules, etc; Needs give better upervision to programs & staff at the secondary level	10. Woefully inadequate; one man for 76 schools, with boys and girls programs; needs a minimum of two assistants to plan, prepare materials, visit schools & give assistance to teachers	10. Supervises child in home; responsible for behavior in out of school hours	10.

HISTORICAL DETAIL

The present report and its findings are a repetition of similar studies made at various times in different school systems. The tragedy is that so few of the constructive suggestions evolving from them have not been put into practice. Federal funding has provided money to make studies and to provide facilities but can not as yet be said to have had any appreciable effect upon the production of better programs in practice to satisfy unmet needs, other than in the school feeding program.

The criteria which follow were used as the bases for making judgments and estimates of skills required by society.

I. Authority

A. Expert Opinion. This consists of points of view expressed by philosophers, educationists, sociologists and others, individually or as members of commissions and committees, concerned with educational needs evidenced in the conditions of their times. These points of view are generally expressed as aims, objectives, outcomes, functions, and similar terms.

Thus John Locke (1632-1704) thought that teaching should result in (1) moral training through self-denial (2) physical training through hardship, (3) mental training through mathematics and languages. Herbert Spencer (1820-1903) conceived of education as preparation for activities which are part of a full life, namely (1) self-preservation (2) acquiring and maintaining a vocation (3) rearing and disciplining of children (4) maintaining proper social and political relations, and (5) leisure and the development of tastes and feelings.

In 1918 Alexander Inglis suggested that education should have (1) a socio-civic aim, or the preparation of the individual as a prospective citizen and cooperative member of society (2) and economic-vocational aim, or the preparation of the individual as a prospective worker and producer, and (3) an individualistic-avocational aims, or the preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society.

In the same year (1918) the Commission on the Reorganization of Secondary Education formulated seven principles, intellectual descendents of Spencer's work, to serve as the bases for the reorganization of the curricula of schools in the United States. They are stated as (1) Health (2) Worthy

Home Membership (3) Ethical Character (4) Command of Fundamental Processes (5) Vocation (6) Civic Education, and (7) Worthy Use of Leisure.

The Educational Policies Commission (1944) listed Ten Imperative Needs which education should recognize and take the responsibility for satisfying, as follows:

1. All youth need to develop salable skills and those undertakings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizens of a democratic society, and to be diligent and competent in the performance of the obligations as members of the community and citizens of the state and nation.

4. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

5. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

6. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

7. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

8. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

9. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

10. All youth need to understand the significance of the family for the individual and society, and the conditions conducive to successful family life.

Ralph LaPorte, one of the most able spokesmen for physical education, prepared a list of physical education objectives from which the following are adapted and elaborated, with some suggestions for realizing them.

1. Development of useful and desirable skills in aquatic, gymnastic, rhythmic, antagonistic and athletic activities for both developmental and avocational (hobby or carry-over) purposes.

   a. The provision of a program which includes activities in the fundamental skills of walking, running, climbing, throwing, vaulting, jumping.

   b. The provision of means for discovering pupils who are deficient in these skills, followed by the necessary instruction and opportunity for participation.

   c. Selection of an instructional staff interested in and skilled in a variety of activities and possessing the personality and enthusiasm necessary to promote them successfully.

   d. The provision of a program giving opportunity to use the skills learned in activities having carry-over value.

2. Acquiring a comprehensive knowledge of rules, techniques and strategies of activities, adapted to sex, age and other levels.

   a. The selection of an instructional staff qualified in all respects to carry out this purpose.

   b. The classification of pupils into homogeneous groups for purposes of instruction and completion.

   c. Instruction through lectures, discussions, motion pictures, slides, charts and posters, demonstrations, exhibitions, and visitations with directed observation.

   d. Written examinations covering the factual information acquired through any or all of the above means.

3. The development of acceptable social standards, appreciations and attitudes as a result of participation in activities in a good environment and under capable and inspired leadership.

    a. The selection of an instructional staff which possesses these qualifications individually and collectively and which, through precept, will set an example for model conduct desirable to be followed.

    b. The provision of a suitable environment, safe in character, and esthetic in nature.

    c. The provision and administration of "honesty" tests.

    d. The establishment of a practical merit system which will reward conduct socially acceptable and penalize socially unacceptable conduct.

4. The development of safety skills for self and others.

    a. The careful selection of exercises and activities based on sex, age, interest, ability level and upon educational, social, psychological and physiological needs.

    b. Proper instruction in the exercises and activities selected, based on the educational principle of progression and on the psychological principle of motivation.

    c. Careful selection of equipment, apparatus and supplies properly designed and constructed. Regular inspection thereof to insure safety in use.

    d. Careful supervision of all activities attended by hazard. Giving assistance during the performance of such activities.

    e. Removal of all safety hazards in the gymnasium, locker rooms, shower rooms, athletic fields and other facilities, with proper maintenance and sanitation of all facilities.

5. The correction or amelioration of remediable defects, based upon adequate health and physical diagnosis.

    a. Periodic medical and physical appraisals by a competent physician.

    b. Maintenance of records of appraisals, and of the improvement in or removal of, the defects noted.

    c. An adequate follow-up system to insure attention being given to the defects found.

    d. Selection of competent instructors for conducting remedial classes.

    e. Provision of the necessary special facilities for achieving this objective.

    f. Cooperation with the home and with all school and other agencies concerned with this problem.

    g. Inclusion in the regular physical education program of the requisite amount and kind of activities designed to prevent postural defects.

6. The development of normal conditions of the body organs and functions, including the mechanics of muscular movement and of good posture.

    a. Devotion of a portion of the regular physical education class period to activities which promote good posture.

    b. Establishment of a well-balanced program to meet the needs of individual pupils, as discovered from the procedures used to identify them.

    c. Selection of activities that are organically and functionally appropriate for the two sexes in different physiological and psychological age groups.

    d. Assignment to remedial or restricted classes of those pupils who have defects of posture, of the cardiovascular system, or of nutrition.

7. The development of the powers of self-expression and self-confidence (poise) by mastering increasingly difficult physical and social problems in and through specific activities.

   a. By the inclusion of coeducational instruction in rhythmics, dual and individual sports, aquatics, and selected aspects of gymnastics.

   b. By providing games activities in which mental and physical alertness, cooperation, and social interaction are required for successful and pleasurable performance.

   c. By employing any of the suggestions for the objective immediately above.

8. The development of leadership through actual responsibility for activities, under careful supervision of the instructor.

   a. Establishment of a leaders corps, membership in which represents an honor.

   b. Provision of opportunity for pupils to serve as squad and class leaders.

   c. The use of qualified pupils as officials for games and contests.

   d. The use of qualified pupils as athletic managers, department clerks, and similar positions of responsibility without, however, exempting them from participation in the physical education program.

9. The development of the powers of analysis, judgment, and decision in complex mental-physical situations.

   a. Critical analysis in oral and written form of the academic content of the physical education program.

   b. Providing opportunity for pupils to officate games and contests, in which quick judgments and decisions must be made.

   c. Providing the opportunity for pupils to officiate in gymnastics, diving, formation swimming, dance and other activities in which careful observation and subjective judgment play major roles.

10. The acquisition of health knowledge and the development of health attitudes and habits, as an outcome of planned instruction and supervision.

   a. Provision of classes in health instruction, using a direct teaching method.

b. Incidental health and safety instruction as situations occur.

c. Provision of courses of study in health education to serve as uniform guides for all teachers for classroom presentation and discussion.

d. Sanitary and safety inspection of all facilities related to the school cafeteria, the physical education plant, the shops and laboratories, the classrooms, and to the school as a whole.

e. Periodic inspection of the hygiene of gym clothing and lockers.

f. Provision of towel, laundry and gym suit service and of adequate showers and soap supplies.

g. Administration of standardized tests in health information, attitudes, and practices.

h. Requirement that a shower be taken at the conclusion of each physical education activity class.

B. Legal Mandate. The sanctions for educational systems and their subdivisions should logically begin with our sociopolitical ideology, proceed to our educational philosophy, find support in statistical studies confirming educational needs, and culminate in statutory and other legal provisions which permit or make mandatory the establishment of programs of education. From a practical standpoint, however, the ultimate sanction - the law - is really the primary sanction, since it must be invoked for authority to act. Thus the law, which appears in the form of the Education Code, the Health and Safety Code, the Welfare and Institutions Code, the Vehicle Code, the Administrative and other codes, is both mandatory and permissive. In the first instance it states what, how and when something must be done; in the second instance it provides that certain things may be done. The first allows no choice, whereas the second does, within the discretion of the school districts concerned. What, then, must the aims and objectives for physical education be in all of the California public schools? The Education Code (Section 10119) states that they shall be:

To develop organic vigor
To provide neuromuscular training
To promote bodily and mental poise
To correct postural defects
To secure the more advanced forms of coordination, strength, and endurance

> To promote desirable moral and social qualities, as appreciation of the value of cooperation, self-subordination and obedience to authority, and higher ideals, courage, and wholesome interest in truly recreational activities
> To promote a hygienic school and home life
> To secure scientific supervision of the sanitation and safety of school buildings, playgrounds, and athletic fields, and the equipment thereof.

Additional selected sections of the Education Code specify that

> The board of education of each county, city and country, and city . . . shall prescribe suitable courses of physical education for all pupils enrolled in the day elementary schools (10120) . . . and the superintendent . . . shall enforce the courses in physical education prescribed by the proper authority, and require that such courses be given in the day schools (10122).
>
> Sections 10123, 10124, 10125 require that pupils in the schools shall attend upon the courses in physical education for an instructional period of not less than 20 minutes daily exclusive of recesses and the lunch period in elementary schools; each school day for a period which will not be less than the length of the regular academic periods of the school, for the junior and senior high schools; and for a minimum of 120 minutes weekly in junior colleges.
>
> Provisions for the examination of pupils and for the education of the physically handicapped are exemplified in other code sections (16481, 16484, 5151).

Even a superficial scanning of the various Codes indicates that they contain adequate provisions to govern the programs of health education, physical education, and safety and accident prevention in respect to the rights, duties and responsibilities of school districts, boards of education, administrative personnel, teachers, and children.

Additional references could be cited to the point of redundancy, but it is evident that there is consistent agreement between authoritative opinions and the legal prescriptions which define the objectives and functions of health and physical education. Unfortunately, published objectives are usually stated in terms so general that their vagueness required definition and interpretation to clarify their meaning. Thus, despite the fact that the ten objectives of physical education given above conform to and are more specific than those stated for education as a whole, they still leave much to be desired if the teacher or the pupil is to know if they have been achieved. Objectives as general as the ones cited are really ideals, ends to be worked toward over a long period, not goals which can be reached in any appreciatively short time. They need to be analyzed and broken down into succeedingly smaller units until they are resolved into the individual items of skills, bits of information, and basic attitudes which compose the day to day instructional materials of the teacher and the learning materials of the pupil.

It follows that as the highly specific objectives are achieved they contribute to the achievement of the next higher set of objectives, and these to the next higher, so that all of them in all areas of education combine one with the other to lead the learner from the lowest level toward, but probably never to, achieving the ultimate objectives.[1]

Such courses of study as were made available for this report were evaluated in terms of their overall generality of objectives, but especially for the specificity of objectives in each activity or work unit. The same criterion was also kept in mind while visiting schools, to determine if teachers formulated specific objectives as part of their daily lesson plans, or were at least able to vocalize about them during an interview.

C. Critique - Aims and Objectives. Although no statement of the aims and objectives of the Fresno Schools as a whole was made available it may be inferred that they are in agreement with those appearing above. The Courses of Study for Boys and Girls, Grades 7 - 11, cite Section 10119 of the Education Code in its entirety and also list the eight objectives as given by LaPorte, evidence that the general purposes of physical education are known and presumably subscribed to. No such statements were found in the elementary school courses of study and teaching guides.

An analysis of these sources discloses that when activity objectives are mentioned they are stated too vaguely. Hockey, for example, seeks

To teach essential hockey skills
To help strengthen muscles of the legs, shoulder girdle and arms
To develop team spirit and cooperation
To develop agility and endurance

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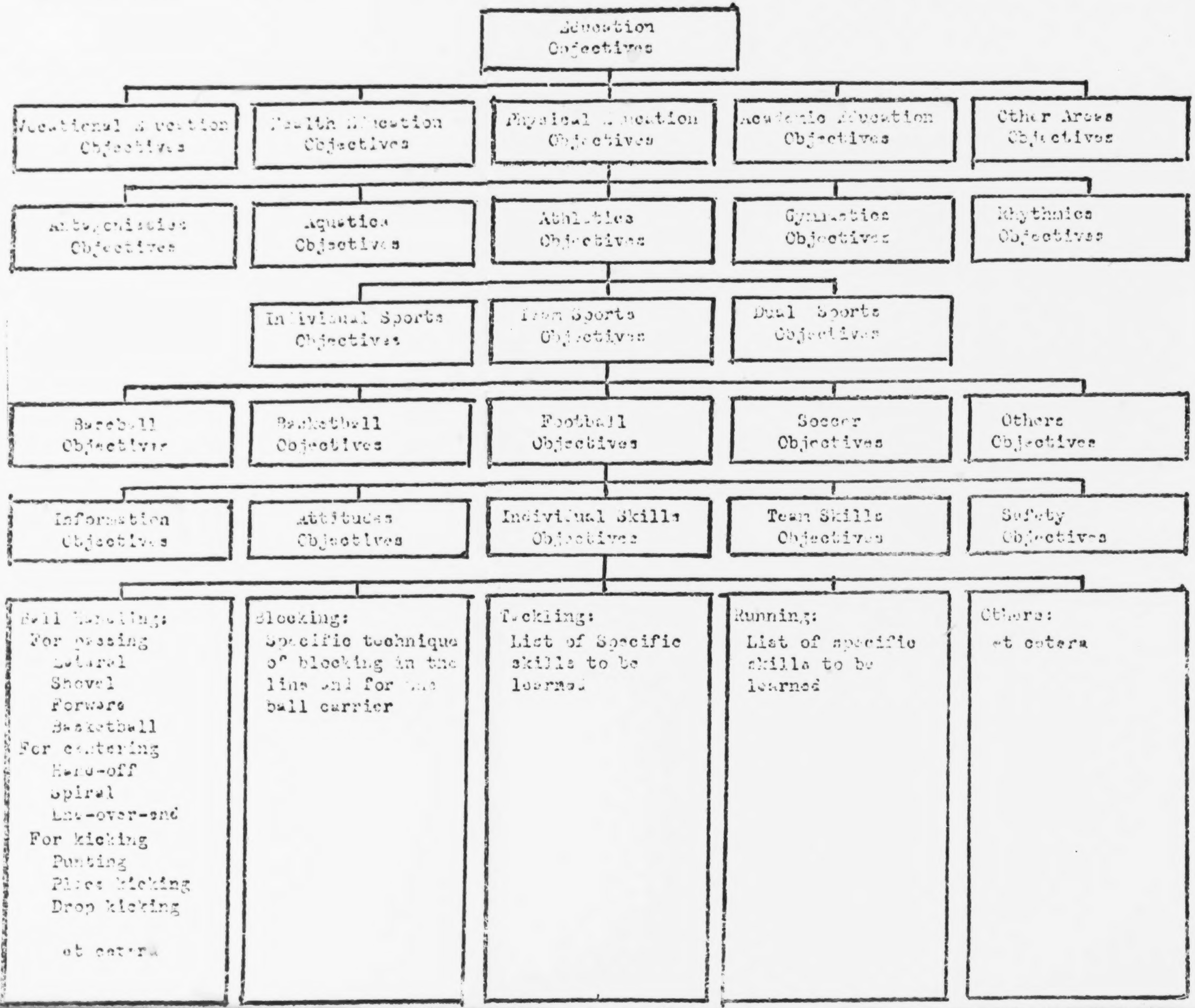
[1] See chart on following page for clarification of this concept.


Education Objectives
Vocational Education Objectives
Health Education Objectives
Physical Education Objectives
Academic Education Objectives
Other Areas Objectives
Antagonistics Objectives
Aquatics Objectives
Athletics Objectives
Gymnastics Objectives
Rhythmics Objectives
Individual Sports Objectives
Team Sports Objectives
Dual Sports Objectives
Baseball Objectives
Basketball Objectives
Football Objectives
Soccer Objectives
Others Objectives
Information Objectives
Attitudes Objectives
Individual Skills Objectives
Team Skills Objectives
Safety Objectives
Ball Handling:
For passing
Lateral
Shovel
Forward
Basketball
For centering
Hand-off
Spiral
End-over-end
For kicking
Punting
Place kicking
Drop kicking
et cetera
Blocking:
Specific technique of blocking in the line and for the ball carrier
Tackling:
List of Specific skills to be learned
Running:
List of specific skills to be learned
Others:
et cetera

the last three of which are neither defined nor peculiar to hockey.

It is suggested that revised or newly prepared courses of study follow the procedure outlined in the preceding chart to the end that detailed lesson plans can be constructed and a clearer conception be gained for the expected outcomes of each instructional period and for a teaching unit as a whole.

None of the teachers interviewed volunteered information concerning what they were teaching at the time of a visit, why they were teaching it, or what they expected the pupils to achieve, nor was there any evidence of daily lesson plan preparation.

D. Statistical Data. These consist of the classification and interpretation of various group data collected through testing and from longitudinal and cross-sectional surveys of physical fitness status and achievement in information, attitudes, and skills. The extent and nature of such data, if available, should aid in determining needs presently unmet and the degree to which recognized needs decrease in severity and number as each higher grade or school level is reached. These data should also enable an objective comparison to be made between comparable schools in Fresno, in the state at large, and nationally, provided acceptable norms are available to serve as standards for making an appraisal.

E. Clinical Data. These are a refinement of the above, with attention centered upon the status and progress of individuals who fall well below the norm in skills, attitudes, or information, or who have remediable organic or physical defects. This criterion assumes the availability of pertinent data in the original appraisal of pupils and in follow-up studies.

II. Statistical and Clinical Data

The data in general were too old and fragmentary to be reliable in assessing "learner needs as differences between standards or normal development of skills required by society and present performance levels." Thus, there were no available data for the mandated physical performance tests to enable a judgment to be made of present physical performance (the first time the tests were administered), the progress achieved (comparison of test-retest scores), or of the position of the individual, school or school district in relation to other individuals, schools or districts (comparison with standardized norms).

The same difficulty manifested itself in regard to the skill tests and scoring tables appearing in the courses of study for the secondary level; in consequence no conclusion can be reached respecting the adequacy and effectiveness of programs purporting to improve the skills taught, since maturational factors rather than the program may be responsible for improved performance, where it occurs.

Some clinical data deriving from postural examinations by physicians in 1965-66 and 1966-67 give a partial picture of the large number of pupils having physical defects. An increase in the incidence of defects is to be noted, with fewer pupils examined in the second year. The subjects were junior high school pupils, this justifying the following inferences:

> The defects were present in the pre-school years and were either unnoticed or neglected by the home
>
> The elementary physical education program failed either to discover the defects or to provide the activities and instruction to correct them
>
> The defects originated in or increased during the elementary school years
>
> The major emphases in programs of health and physical education should be stressed in grades K-6.

III. Programs and Practices in Other School Systems

Applying the programs and practices in other school systems is questionable if one simply "to keep up with the Jones's," but can also have value if discretion is used. It is reasonable to assume that any problems in the form of unmet needs which are discovered are not peculiar to the Fresno Schools. It is probable that other systems have had the same problems and may have found at least partial solutions for them. Although the present report has no responsibility for making a comparative study between Fresno and other school districts, certain programs and practices in operation elsewhere have been kept in mind in making judgments.

METHODOLOGY DETAIL

In the absence of dependable and sufficient statistical and clinical data conclusions had to depend upon the content of courses of study and teaching guides provided, upon personal observation of physical education class work, and upon interviews with key personnel.

A. **The materials in the Fresno Unified School District most useful for this report were:**

1. Annual Report (1967) of the Department of Parks and Recreation
2. A Tentative Guide to the Fresno City Schools Health Program, Grade 5 (1955)
3. Handbook for the Organization of Physical Education and the Recess Period (1957)
4. Course of Study, Girls Physical Education, Grades 7 - 11 (1959)
5. Course of Study, Boys Physical Education, Grades 7 - 11 (1961)
6. Course of Study on Weight Lifting (n.d.)
7. Teaching Guide, Physical Education, Kindergarten, First and Second Grades (1950)
8. Teaching Guide, Physical Education, Third Grade (1950)
9. Teaching Guide, Games, Part I, Grades 3 - 6 (1950)
10. Teaching Guide, Physical Education, Part II, Grades 3 - 6 (1950)
11. Teaching Guide, Physical Education, Apparatus Activity, Grades I-6 (1961)
12. Supplementary Syllabus for Folk Dance, Grades 7-11 (1956)
13. Guide for Skill Test Procedures (1954)
14. Results and Analysis of Physical Performance Tests for Boys in the Fresno Secondary Schools (1957-58, 1960-61)
15. Handbook for the Organization of Physical Education and the Recess Period (1957)
16. Noontime Assistant Handbook (1965)
17. Athletic Policy Handbook for Junior and Senior High Schools (1966)
18. CIF Constitution and By-Laws (1966)

B. Courses of study of other school districts which were found useful in determining the extent to which the Fresno schools were following conventional programs were principally those of the Los Angeles and Cincinnati City School Districts.

C. Visits were made to selected samples of elementary, junior high, and senior high schools in the four prescribed economic-ethnic areas:

1. Elementary schools

Birney Elementary
Kirk Elementary
Vinland Elementary
Franklin Elementary
Fremont Elementary
Rowell Elementary
Viking Elementary
Wolters Elementary
Wishon Elementary

Of these, three had populations of over fifty percent Negros and Mexican-American surnames, one was fifty percent white in the low income group, two were fifty percent white in the high income group, and three were in the middle income group.

2. Junior high schools

Ahwahnee Junior High
Hamilton Junior High
Irwin Junior High
Sequoia Junior High
Sierra Junior High
Wawona Junior High

These had a range of minority groups from ninety-nine percent (Irwin) to eight and a half percent (Sierra).

3. Senior high schools

Edison Senior High
Fresno Senior High
Hoover Senior High
Roosevelt Senior High
McLane Senior High (two visits)

4. Colleges

Half-day visits were also made to the Fresno City College and Fresno State College

D. Interviews of from one to two hours were had with

1. The Director of Parks and Recreation
2. The Director of Health Services
3. The Director of Physical Education and Commissioner of Athletics (two conferences three weeks apart)
4. Principals, vice-principals, and/or deans of the schools visited
5. Two or more members of the boys and girls physical education departments

E. Reports from the Project Office

1. Course Offering Information for Secondary Schools (1968)
2. Task Force Introductory Study Data (1968)
3. Brainstorm - educational needs as perceived by school staff (1968)

NEEDS EXPRESSED AS LEARNING REQUIREMENTS AND AS REQUIREMENTS FOR LEARNING

- Biogenic needs
    - Food and liquids
    - Ventilation (air) and lighting
    - Activity
    - Rest and relaxation
    - Sex
    - Integrity of sensory receptors
    - Critique
- Sociogenic needs
    - Status
    - Security
    - Independence
    - Gregariousness
    - Critique
- Educational needs
    - Measurement and evaluation
        - Critique
    - Complete and diversified programs
        - Critique
    - Courses of study
        - Critique
    - Qualified teachers
        - Critique
    - Improved instruction
        - Critique
    - In-service training
        - Critique
    - Motivation
        - Critique
    - Adequate facilities
        - Critique
    - Public relations
        - Critique
    - Supervision
        - Critique

A. Biogenic Needs

These are the unlearned physiological or tissue needs and drives essential for the survival of the individual and the species. Among them are:

1. Food and Liquids

a. The individual learner needs to know the facts and principles relating to a balanced diet and the physiology and hygiene of the digestive system, so that he can achieve and maintain an optimum state of nutrition.

b. The classroom teacher needs to impart this information at the learner's level of comprehension, at the same time stressing the idio-syncrasies and peculiarities of the dietaries of different socio-economic-ethnic groups.

c. The school administrator needs to take responsibility for organizing instruction in the curriculum to provide for direct teaching in this area and/or correlating and integrating it with and into other subject-matter areas.

d. The district needs to provide facilities where lunches brought from home may be eaten under hygienic conditions and where diatetically balanced lunches are made available at minimum cost.

e. The home needs to provide an adequate and balanced diet for the children in the family. Where families are too poor, unconcerned, or uninformed to discharge this responsibility the local community becomes involved by providing free food from local funds or under state or federal subsidies.

2. Ventilation (Air) and Lighting

a. The individual learner needs to know the facts and principles relating to fresh and contaminated air, of good and poor lighting for the performance of various tasks. He needs to know the physiology and hygiene of vision and of the circular-respiratory systems.

b. The classroom teacher needs to impart this information at the learner's level of comprehension and has the responsibility for proper heating, lighting, and ventilation of the classroom.

c. The administrator needs to distribute pertinent information to certificated and non-certificated personnel and take responsibility for the supervision and enforcement of directives relating to these areas. He should request plant management to improve substandard conditions which are found to exist.

d. The district needs to recognize its responsibility for optimum school hygiene and to improve undesirable conditions to conform at least to minimum standards.

e. The home has a responsibility which is even more critical than that of the school, especially in the lower economic-ethnic groups where crowded and unhygienic conditions tend to prevail.

3. Activity

Activity is the very essence of life itself. To be alive connotes organic, physical, and mental activity indispensable for normal growth and development. Children "learn by doing"; they are not passive vessels into which the skills and information of their teachers are poured. It follows that

a. The individual learner needs to know the personal values of participation in a broad spectrum of activities and needs to discipline himself to become involved in them.

b. The teacher needs to provide a diversified program of activities in his subject-matter field to give the pupil opportunity for exploration and experience. Emphasis should be upon pupil participation, with verbal descriptions and explanations kept to a minimum. Observation supports the statement that "teachers talk too much and children work to little."

c. The administrator needs to be convinced that organized and well-taught physical activities have definite educational value; he needs to give them equitable consideration in planning the curriculum and should insist upon planned instruction in the place of haphazard free play.

d. The district needs to give more than lip service to the physical education program because of legal mandate. It needs to recognize the activity needs of growing youngsters; it needs to provide adequate physical facilities for a diversified program and superior leadership for teaching children in such program.

e. The home needs to recognize its opportunity and responsibility for diverse domestic and play activities in and about the home, especially during the pre-school and pre-pubertal years. Habits inculcated in children and encouraged by parents during this critical growth period tend to remain fixed as the child is allowed greater freedom of personal action.

4. Rest and Relaxation

Prolonged activity, as it approaches the physiological limits of an individual's present condition, is attended by increased fatigue and a decreased learning increment. Animals at play, and children not motivated by extrinsic societally conditioned incentives, "give up" when they are tired. The competitive aspect of modern society, which finds its counterpart in the total school program but particularly in physical education and athletics, has always served the useful function of motivating pupils. Concurrently, however, it has often driven them to continue striving beyond the point which is physiologically and psychologically healthful. The winning of the game or contest becomes the goal, without consideration of the toll it takes.

From extensive observation it seems unlikely that pupils will voluntarily exceed, or be urged by their teachers to exceed, their physiological limits. Even when this occasionally occurs there is respectable medical authority to support the statement that discomfort following exercise does no damage, given an individual without organic defects. It is here suggested that pupils in physical education classes have too little activity rather than too much. None the less, a rational program of physical activity embraces periods of rest and serves *per se* as a means of relaxation from other stresses in the pupil's daily life at home and in school.

a. The individual learner needs to know the facts and principles relating to rest and relaxation, conducive to good mental and physical health.

b. The teacher needs to diversify his program content within a lesson and from lesson to lesson. A whole period devoted to marching, or calisthenics, or drill in any limited number of skills becomes boring and brings diminishing returns in learning. Repetition or drill has its value but should be utilized as spaced rather than massed practice. The teacher needs to sharpen his power of observation to note listless performance and performance which becomes increasingly more awkward, the first from boredom and the last because physical fatigue prevents coordinated movement.

c. The administrator needs to organize a schedule of classes which allows diversification in the individual's daily program. He needs to provide occasional breaks, exemplified by recesses and the lunch hour. He needs to make provision for a variety of extra-curricular activities in which pupils can participate or with which they can identify and take pride. School teams and musical organizations are traditional examples.

d. The district needs to formulate policies in respect to the length of the school day and year, the frequency and spacing of holidays, the maximum academic load pupils are permitted to carry, and similar areas, all of course conforming to legal prescriptions.

e. The home needs to provide sufficient privacy and comfortable environmental conditions which conduce to mental and physical relaxation and well-being. The community, through its recreation department, schools, churches, athletic clubs, and other private organizations, need to continue and even expand upon present facilities and programs having recreational uses and aims.

5. Sex

Curiosity about sex is evinced in early childhood and continues to grow as sex differences and phenomena impinge in increasingly greater degree upon the awakening mind of the child, reinforced by endocrine changes and social experiences as puberty and adolescence are reached. This curiosity should be satisfied in sane and socially acceptable ways. Primitive societies seem to have given greater concern to this responsibility than has modern society, in the various forms of pubertal rites.

a. The individual needs to know the facts and principles of sex and sex hygiene, in terms of its meaning to him and to the society of which he will soon be a mature member.

b. The teacher needs to impart information on sex and its hygiene, accurately and objectively.

c. The administrator needs to provide time for such information to be given as a class limited to the topic, or as a body of information correlated with and integrated into a number of courses, such as life science, home-making, health education, and in individual counseling and guidance.

d. The district needs to recognize the importance of this area of education, especially in light of the "population explosion" and the increased social unrest among the low economic-ethnic groups. It should take the leadership in formulating policies, preparing course of study materials for the grade and school levels, and in giving in-service training to teachers who will present this controversial material.

e. The community, and especially the home and church, should take greater responsibility for dealing with this need. The home has been notoriously negligent in this area and the church seems to have avoided it entirely. Parents themselves are too frequently ignorant of the physiology of sex and are in need of the information advocated be given their children. Since the present generation of children is the next generation of parents it seems sensible to educate them in their future responsibilities.

6. Integrity of Sensory Receptors

Although these are not "drives", strictly speaking, they are indispensable for learning and for protection against environmental hazards. They are the avenues through which internal and external stimuli are received and to which the individual needs to react appropriately. The more important ones are the eyes for seeing, the ears for hearing, and the proprioceptors for awareness of the position and movements of the body as a whole and of its members.

a. The individual needs to know the facts and principles of good vision and good hearing and the hygienic practices he must observe to protect them. He needs instruction and practice in subjective motor activities to train his body in gross and fine coordinations which make him aware of the position, direction, and force of the body and its parts at rest or in motion.

b. The teacher needs to give instruction in the hygiene of the eyes and ears and to employ all accepted measures for their protection. He needs to include in his program of activities a good measure of those which have been designated "subjective motor activities", typified by diving, ballet and esthetic dancing, formation swimming, and all forms of tumbling, heavy apparatus, light apparatus, and free exercises, in all of which form and grace in performance are sought as ends in themselves.

c. The administrator needs to provide satisfactory lighting and acqustics indoor areas where instruction is given or pupils are working at tasks which place a premium on listening and seeing.

d. The district needs to make provision for the appraisal of vision and hearing through private or public agencies: it needs to provide special schools, classes and/or teachers to give instruction to pupils with badly impaired vision and hearing.

Critique - Biogenic Needs

It appears that adequate to superior provisions are made for school lunches and a hygienic school environment, within the limits imposed by present facilities. These of course vary with the age of the school and the crowding imposed by excessive school enrollment. New construction should conform to the highest standards relating to a healthful environment and should be flexible to allow for alterations with changing needs and functions. The areas in which the needs of pupils are not adequately met were observed in:

a. The dearth of information and instruction in healthful living (personal and community hygiene) if what appears in the teaching guides can be relied upon. It is regrettable that an educational objective mentioned in every list compiled is so much neglected. School systems which require up to twelve years in the language arts should surely provide for the need to know the structure and function of the body and how to care for it. For example

    (1) Course Offering Information for Secondary Schools does not even mention these titles. The one basic course, Physiology 516, is an elective. Although the same reference mentions alcohol and narcotics, first aid, and accident prevention, integrated with the subject-matter of the social sciences, homemaking, science, and English in Grades VII-XII, there is no assurance that general health principles and practices are receiving sufficient attention.

    (2) Only five topics related to health are mentioned in the teaching guides for boys and girls, Grades VII-XII

        (a) Physiology of the Human Body and Exercise
        (b) Posture, Personal Hygiene, Body Mechanics
        (c) Effects of Exercise on the Human Body
        (d) Why Train?
        (e) Why Condition for Old Age?

    although the statement is made that health education is correlated with seasonal activities. From observation and experience it is probable that these topics are touched upon sporadically in "rainy day" programs.

(3) The only organized teaching guide in health provided for this report was for Grade V, Dental Health, Personality Needs, Personal Health, Community Health (1955), but with no indication of how and when this material was taught.

(4) Sex education is completely ignored unless reference to it is buried in science courses other than Physiology 516.

b. The activity program at all levels superficially appears to meet biogenic needs and would were it put into actual practice as well as appearing in print. Some of its shortcomings are to be excused for want of facilities, namely, gymnasiums for indoor activities and pools for aquatics. Fault is to be found principally with the calibre of instruction, the organization of classes for teaching, and the teaching procedures used. Much time is lost in taking attendance, giving instructions, and describing and explaining what is to be done. Pupils are inactive the while and continue to be inactive while they await their turn to perform or to participate in a sport, e.g., softball, which by its nature has an unpredictable amount, duration, and intensity of physical effort.

This by no means suggests that every lesson observed was wanting in satisfactory content and methodology. Unfortunately, good work by teachers and pupils was witnessed in fewer instances than was work of questionable nature.

B. Sociogenic Needs

Whether these are the unlearned patterns of behavior which have been labeled "instincts" or learned as a result of social conditioning is largely a matter of academic interest, with one exception. If they are "instinctive" the only thing education can do is control and direct them. But if they are socially conditioned they may be caused, as well as controlled and directed. Reference to almost any standard text in the psychology of personality categorizes traits which have been identified and defined as "social" needs of the individual. The four which follow are illustrative and typify pupil characteristics commonly observable.

1. Status

The need for recognition through achievement, position, looks, physique, or other factors appears to be common to all normal persons. They want to be somebody; they want to stand out from the crowd; they want to be looked up to and admired. The struggle for status is an excellent motivator when controlled; when uncontrolled it may lead to egocentricity, bullying, egotism to the exlusion of altruism, and other undesirable manifestations of personality behavior.

a. The individual learner needs to know that status is not an end to be sought for itself, but a position attained as a result of what he achieves and what he is. He needs to learn that status is of different kinds and levels and has real meaning only in terms of what he himself has accomplished rather than in terms of what he was "born into". He needs to recognize and appreciate the many opportunities given him in school to achieve status if he is willing to make the necessary effort.

b. The teacher also seeks status, in his profession, among his colleagues, and with his pupils. He needs to know that status is achieved by his proficiency as a teacher and leader. It is his responsibility to exemplify the desirable behavior patterns he wants his pupils to acquire. He contributes to the status of his pupils by learning their names as quickly as possible, and not simply as numbers in a roll book. He should be concerned with their problems without being mauldinly sympathetic. He should guard against the operation of any halo effect in the form of preferential treatment in one area because of achievement in a completely dissociated area. Coaches often sin in this respect, according their players privileges unrelated to the sport in which they participate.

c. The administrator needs to recognize that the urge for status is a means to improve the educational standards of his school. This he can do by devising a system of awards, honor groups, groups in special activities membership in which requires meeting specified standards, and functions which enable outstanding students to enjoy their moment in the spotlight. These extrinsic incentives should be the means, not the end, to stimulating intrinsic needs for recognition and status.

d. The district needs to endorse what appears immediately above so that it has community-wide significance. In sports the selection of an "all-City quarterback" or an "all-City forward", usually by the sports writers of the local newspapers, is a common practice. Perhaps the same pattern could be followed by selecting the "all-City trumpet player", the "all-City baton twirler", the "all-City debater", among the many alternatives possible.

e. The home needs to recognize that children are people who should be listened to as well as talked to; that children must learn that rights and privileges as a family member are attended by duties and responsibilities; that their acceptance implies a willingness to sacrifice personal interests for the good of the group.

2. Security

It is an unusual person who prefers uncertainty and danger to the comfort and security of a well-ordered life. Order and purpose become increasingly important as society becomes more complex in the kinds and levels of its social structures; without order and purpose chaos and anarchy are likely to ensue.

a. The individual learner needs to know where he is starting, where he is going, how he is going to get there, what he has to do to get there, why he is going there, when he is going to get there, and what he can expect to get after he arrives, with reference the many things expected and demanded of him in school and elsewhere. His feeling of security increases in proportion to the extent to which he knows and comprehends these, as do his indifference and frustration in unplanned situations without goals. He needs to know that schooling is a series of carefully selected experiences that guide him in achieving worth-while goals and that each goal reached is attended by a sense of accomplishment.

b. The teacher needs to inform the learner of his present level of achievement, the standards which he is expected to attain, and the reasons why the activities provided will lead to them. He needs to organize planned programs of activities and information which observe the principle of progression, to enable the pupil to progress step by step and thus gain confidence in his ability.

c. The administrator needs to coordinate all activities and teaching procedures so that they have meaning and purpose for the pupil. He needs to support his teachers in enforcing discipline to give them a feeling of security.

d. The district needs to establish policies and standards for grading, promotion, and graduation and to insure that they be observed without discrimination. It needs to support subordinate administrators and teachers in the maintenance of standards and discipline.

e. The home needs to recognize that the feeling of insecurity which pupils may manifest in school probably originated in the home; that the home should resume its traditional role as the basic social institution with mutual love and respect between parent and children.

3. Independence

As the child develops it seeks independence and freedom of action. The quest for independence takes the form of self-assertion, pugnacity, rebellion against authority, and non-conformance to existing social mores except where his peer group is concerned. It is paradoxical that the pupil feels the need for security, which implies conformity, and the need for independence, which implies non-conformity, at one and the same time.

In recent years the concept of freedom, by and for individuals and nations, has been sadly misconstrued. It has tended to become identified with license, and inalienable right to do as one pleases, when and how one pleases. Freedom, which is never absolute, is one end of a continuum with control and restriction, also not absolute, at the other end. Control is essential to survival of the individual and group. At birth the child is of necessity almost completely under adult control. With increased maturity the amount of external control which is exercised should decrease in direct proportion to the extent to which the child develops self-control.

a. The individual learner needs to accept duly constituted authority, to respect it, and to cooperate with it. He needs to develop self-discipline and to realize that as he gives evidence of dependability in acceptable behavior correspondingly greater freedom of action will be allowed him.

b. The teacher needs to recognize that he stands in loco parentis to the pupil and that he is also the liaison between him and school officials and the community.

It is his responsbility to carry out school district policies and to enforce all rules and regulations, preferably through democratic procedures but autocratically when unavoidable. He needs to encourage their ability to use it wisely within the matrix of contemporary social mores.

c. The administrator needs to formulate rules of conduct consistent with the broad policies established by the district. He needs to provide a system of rewards and punishments for desirable and undesirable behavior, with the machinery necessary for its successful operation. He needs to provide a program of activities under faculty control, faculty-student control, and student control which admits of increased freedom of choice and action as pupils demonstrate that they have earned the right to this privilege.

d. The district needs to formulate broad policies under which individual schools can operate and needs to give firm support to administrators and teachers who meet with opposition and criticism from parents and others. It must recognize that teachers also should have freedom of action within clearly defined areas.

e. The home needs to realize that authoritarianism has its place, but that it should be tempered by democratic group processes which will give maturing children the feeling of "belonging", of having responsibility to the group and for their own behavior, to the end that both a sense of security and the need for freedom are fostered.

4. Gregariousness

Man is fundamentally a social animal and "shall not live by bread alone". He normally seeks to associate himself with his own kind for protection and to satisfy an undefined social need. The nature of human society is such that he has to mingle with people and his problem becomes one of doing so with satisfaction to himself and without annoyance to others.

a. The individual learner needs to know how to adapt himself to various social situations and to make the necessary adjustments to do so successfully. He needs to learn that acceptance by a group requires that he conform to its mores and standards, and that he must reconcile himself to relinquishing some of his freedom of action in return,

b. The teacher needs to provide a program which will give opportunity for participation in group activities, such as games, sports, and dancing. He needs to be alert to the pupil who doesn't like or doesn't know how to adjust to social situations, just as he needs to be alert to the over-agressive pupil who seeks to dominate others.

c. The administrator needs to recognize that the function of modern education is the development of the total personality of the pupil. He needs to provide leadership and activities which promote group interaction and cooperation.

d. The district needs to be aware of the differences in diverse socio-economic and ethnic groups and make provision for social intercourse between them so that the barriers which traditionally have separated them are gradually eliminated.

e. The home needs to reestablish its former position as the basic socio-cultural group but in doing so must avoid the danger of narrow clanishness.

5. Critique - Sociogenic Needs

No data or reports in this area were made available. The conclusions reached are the result of inferences made from practices noted and from information gathered in informal interviews.

a. Status.

The schools in general provide opportunity to achieve status through grading, scholarship awards, musical organizations, and special interest groups, to mention but a few. In physical education the traditional incentives are offered.

(1) In interscholastic athletics the awards made are governed by League and CIF rules.

(2) Cups, medals and ribbons are given as trophies for achievement and for intramural participation, in part by the schools and in part by the Recreation Department.

(3) The grading system in physical education gives points for attendance, dress, etc., as reqards for good citizenship. Scores made in the sports and physical performance tests are status symbols for the pupil who is "best" or who has "set a record".

(4) In addition some secondary schools offer courses in "body contouring; for girls, in which attention is centered on weight control, posture, and grooming, and "special" physical education for the correction of postural defects. Weight training classes also appear in some programs. All of these serve to develop the physique, reflected in masculine musculature and female shapeliness, which are desirable goals for status-seeking younsters.

The desire for a fine physique should be fostered as an incentive in all physical activity classes, particularly in the elementary and junior high schools, where the foundation should be laid. This is in contrast to the incentive of tangible awards; when these are offered pupils strive for the symbols of achievement rather than for what the symbols represent.

b. Security

Physical education can contribute to the pupil's feeling of security by:

(1) Requiring uniform dress for classwork. Members of sports teams rarely look like Coxey's Army; they are well-dressed in their school colors; they take pride in themselves and the team; they have a feeling of belonging and thus of security. It should be possible to secure the same results in physical education classes.

(2) Enforcing discipline and respect for authority. By paraphrasing the quotation from Wintringham, New Ways of War, Clarification is given to what is here meant: "An army (class) cannot elect its officers (teachers) or vote on what its tactics (program) and strategy (methods and standards) shall be. It is the raw stuff of democracy that is called for: men (pupils) who feel free, and feel themselves by natural right the equals of their fellows; men (pupils) who accept regulations and orders - restrictions on their individual actions - because they realize the need for these in strengthening their collective actions; men (pupils) who accept commands as part of the inescapable methods by which they themselves can achieve their own desires and aims . . ."

(3) Establishing rules and regulations which are fair, equitable, and impersonally enforced. Thus they feel secure within the framework of "the law" and have assurance that they will be treated without fear or favor.

(4) Carefully planned lesson plans the purposes and expected outcomes of which are made clear to the pupil. By their means he knows where he is going, how he is going to get there, and what to expect upon arrival.

(5) Being friendly with students without becoming familiar or permitting familiarity, a proper social distance between teacher and pupil being maintained, but without creating an impassable gulf which makes communication and understanding difficult. Fair and impartial relationships should be established by the teacher with his pupils.

(6) Intelligent teaching, recognizing that it is not the activity itself which is important, but the child _in_ the activity and the effect which it has _on_ him.

It was observed that girls almost without exception are better, more uniformly, and more cleanly dressed than boys in the same schools and economic-ethnic groups. It is not clear whether this is because girls have greater pride in their personal appearance or because of higher standards and better enforcement in their department. The secondary school courses of study contain adequate prescriptions relating to physical education uniforms; the fault apparently lies with the individual teachers or departments in not enforcing them.

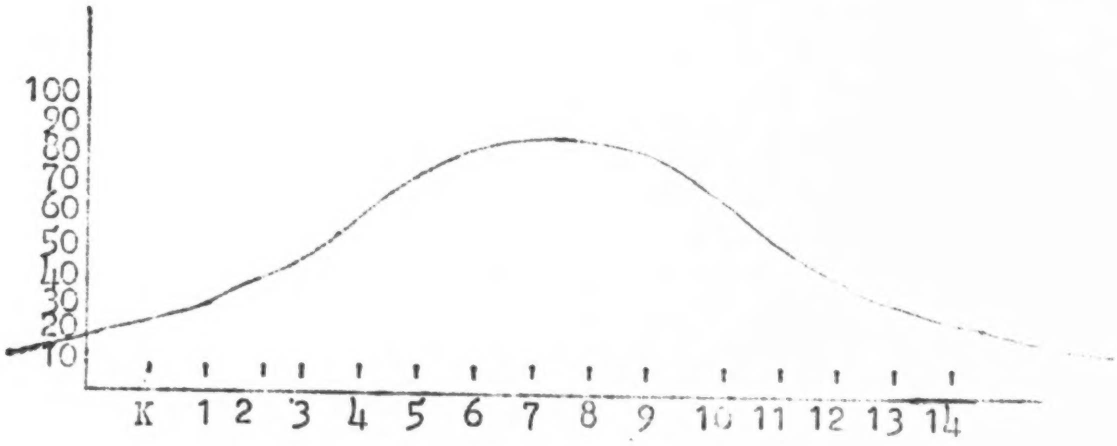
Since physical education is a required subject it may be inquired why gymnasium uniforms are not furnished by the district or the State, similarly to the provision of free textbooks, a service which would surely solve one problem and coincidentally create a host of others. It would certainly be a boon to pupils in the low economic group.

c. Independence

Opportunities for the "do as you like" aspect of independence is a part of a total program in physical education and recreation. This is illustrated by the fact that anyone can "go out for a team". Whether or not he "makes" it depends upon his eligibility, his competence in the sport, and his willingness to conform to the rules governing training and behavior.

Every physical education program should emphasize instruction, not because the law requires it, but on the premise that children go to school to learn, that they learn more efficiently with planned instruction by good teachers, and that there are indispensable fundamentals which they must know before they can engage in an activity recreationally with pleasure and profit to themselves.

This viewpoint, naturally, is subject to modification. The amount of instruction should increase with each succeeding grade followed, at its peak, by a decrease in the upper secondary grades, as shown graphically. This allows for increased directed learning with physiological maturation and more independence and freedom of choice with social maturation.



There need be little concern for lack of pupil freedom in the schools observed. A preponderance of the physical education periods were given over to play activities which if not left to the choice of the pupils, at least left them free to perform as they wished, regardless of skill techniques, effort made and energy expended, or the rules of the game. In too few instances were there any indication that instruction was given, except of an incidental kind. The conclusion is inevitable that pupils in physical education have more independence and freedom of action than is justifiable educationally and in terms of the cost in time and money.

d. Gregariousness

Although individual instruction is often necessary and occasionally given, it does not follow that the tutorial system is the prevailing method of teaching in physical education. The size of classes and most of the program content calls for participation by and the interaction of individuals in a group. Normal boys and girls like to play with and against one another singly or in groups of two or more. The only problems which may occur are the occasional introvert or asocial child and individuals and groups which have prejudices of an ethnic, religious, or cultural nature. None of the latter were obvious, if they existed at all, in any of the schools having a mixed population of Negroes, Mexican-Americans, and Caucassians

The principal deficiency in programs in respect to providing the "gregarious instinct" an opportunity to function is found in the almost complete absence of coeducational activities, particularly dance in its various forms. Rhythmics in general are given insufficient attention at any grade level and are ignored in most. As a medium for achieving specific outcomes in Physical education they are unexcelled and as a means for promoting social "togetherness" they are unique. The program should include them at all grade levels for boys and girls, taught coeducationally, to enhance their social development by giving them opportunity to work together cooperatively.

C. Educational Needs

The biogenic and sociogenic needs mentioned above are direct personal needs. The educational needs which follow also have personal implications but are of a more general nature applicable to the school system as a whole. The pupil may be unaware that these needs exist of of the contributions they make to his development and well-being if they are satisfied. The teacher, the administrator, and the district have primary responsibility for recognizing and meeting them. Although the categories selected are reasonably discrete it must be obvious that there is inevitable overlap between some of them.

1. A Program of Measurement and Evaluation

If this is to be complete it should comprise

Medical and physical examinations
Classification tests
Skill tests
Standardized norms
Information and attitude tests and tests of social efficiency
The State physical performance test
A test of physical fitness
Rating scales and score cards

which have the following uses and values for the pupil, the teacher, the district, and the profession:

To determine individual differences in abilities, aptitudes, attitudes, and interests of pupils. The purpose is to diagnose, qualitatively and quantitatively.

To assign pupils to the activity which they need physically, organically, socially, or psychologically. The purpose is selection and classification.

To measure progress and improvement made by pupils in the activities to which they have been assigned. The purpose is the measurement of achievement.

To set achieveable goals in terms of individual differences and to maintain such goals reasonably uniformly from year to year. The purpose is the establishment and maintenance of standards.

To grade or mark pupils on the basis of their achievement resulting from instruction, practice, effort, and interest displayed. The purpose is administrative.

To evaluate the results obtained by the program of activities, the facilities of plant, equipment and supplies, and the methods of instruction employed. This purpose also is administrative.

To prepare the teacher more adequately for professional reading and understanding in the problems confronting physical education. The use here is educational and professional.

To use the results of past experience and investigation for further inquiry into the problems of physical education. The use here is experimental.

To show the contributions which physical education makes by compiling and interpreting sound data. The use here is one of objective demonstration.

To rate teachers and their teaching efficiency. The use here is supervisory and administrative.

To interest pupils in their status and progress in curricular materials. The purpose here is motivation.

To encourage pupils to improve performance through acquisition of correct techniques. The purpose here is instructional.

a. Medical and Physical Examinations

Since health has been accepted as one of the major objectives of education it follows that the organic and physical status of the individual should be known to safeguard it and to provide at least one basis for the selection of a program of physical activities.

Procedures should be more uniform and the obtained data more reliable if examinations are given by physicians, specialists in orthopedics or pediatrics, employed by the district. There should also be a reduction in pressures from the home, supported by the family physician, to excuse pupils from the required program.

On the medical side the examinations should include appraising sensory acuity, cardio-vascular condition, nutritional status, and freedom from communicable disease. On the physical side they should include static and certain aspects of dynamic body mechanics, physique, muscle tonus, and freedom from local infections. Referrals should be made to private physicians, through the home, of subnormal or abnormal conditions discovered or suspected. These findings should be recorded as part of the pupil's cumulative record, with follow-up procedures to insure their amelioration or correction.

b. Classification Tests

Traditionally, and probably because it simplified scheduling, pupils have been assigned to a physical education class on the basis of their school grade, the latter in turn being a reflection of their academic achievement. Although there is a positive correlation between intelligence and motor skill it is too slight to have significance. It can not be inferred that the pupil with a high IQ and satisfactory academic achievement will also rate high in physical achievement. What physical education needs are tools, similar in function to standardized intelligence tests, which will give valid and reliable measures of motor capacity and educability. With such tests we could determine a pupil's potential for learning motor skills. Attempts to do this are found in the Brace Test, the Iowa Revision of the Brace Test, the Johnson Test, the Burpee Test, and others which have attacked the problem.

A typical physical education class may be reasonably homogeneous academically but quite heterogeneous in terms of fitness, physique, and level of skill. The teacher in consequence must do the best he can with the group as a whole or make a rough classification within the class on some arbitrary basis. Precise classification is of less importance in individual non-contact activities, as is true for most rhythmics, gymnastics, aquatics, and individual sports, for in these the pupil may proceed at his own rate and level of ability and is normally in competition only with himself or some standard. Classification is important, however, in activities where size, physique and fitness are controlling factors, as in dual and team contact sports.

Until better instruments are available some exponential classification scheme should be used. Those proposed by Neilson, Cozens, Trieb, et al, , and the one which has been used by the California Interscholastic Federation, are examples.

Were this to be done by all schools in a district the results of any test would have at least a common denominator for comparison.

The pupil in a homogeneous group feels more secure and is less likely to be discouraged by competing against classmates who are superior or to "loaf" because his skills are sufficiently satisfactory to make effort on his part needless.

c. Skill Tests

Pupils should be tested in specific skills at the beginning and at the conclusion of a unit of work to secure measures of their original and final competence, the difference between the two representing their achievement. This serves to motiviate the pupil and gives the teacher a factor for marking the student and for evaluating the effectiveness of the activity and the teaching procedures used. Standardized tests with objective scoring scales should be used if they are available. In their absence local tests can be constructed, the data from which are collected, analyzed, and eventually used for the compilation of local norms.

d. Standardized Norms

Standardized tests with national norms are available for assessing intelligence, appraising mental maturity, and determining achievement in many areas of academic subject-matter. Unfortunately, physical education is not blessed with similar tools. Some good work which has issued out of studies of the past still has value to the solution of present problems where it to be revised and upgraded. Reference here is made to

Achievement Scales in Physical Education Activities for College Men

Achievement Scales in Physical Education Activities for Secondary School Girls and College Women

The Measurement of General Athletic Ability in College Men

Physical Education Achievement Scales for Boys in Secondary Schools

Achievement Scales in Physical Education Activities for Boys and Girls of the Elementary and Junior High School

The Los Angeles Achievement Expectancy Tables

Achievement scales, when properly constructed on a sufficiently large and representative sample of the population for which they are designed are norms or standards of performance which indicate the extent to which a given pupil is below, equal to, or above the group of which he is a member. They are useful to the teacher in evaluating his teaching efficiency and in diagnosing pupil needs; to the administrator in appraising the value of the overall program and in comparing it with other schools; to the pupil as a motivational device and a means of knowing how he presently stands in the traits or skills measured.

e. Information and Attitude Tests and Tests of Social Efficiency.

These are designed to secure measures of an individual's learning and retention in terms of either recall or recognition, of definitions of terms, facts of any sort, principles, concepts, and rules and regulations in the subject-matter of health, physical education, recreation, and athletics. The pupil should not only be held responsible for acquiring physical skills and habits but also for the academic content relating to them. The literature abounds with examples of tests which may be used as published or modified to suit local conditions.

Physical education has long claimed that the functions which it has extend beyond merely increasing size and strength of musculature, improving physiological fitness, and developing motor skills. It has insisted that one of its most valuable outcomes is in the contributions it makes to total personality development and to social adjustment. Statements of objectives have at various times minimized its obvious outcomes and emphasized its contributions to the achievement of what have been called "intangibles". Assertions are frequently made that competitive sports and social-recreational group activities develop character, sportsmanship, loyalty, cooperation, altruism, the ability to get along with others, and similar traits. Challenged to produce evidence that it really can accomplish what it claims, or even to be in a position to do so, it has had to resort to the "voice of authority", to anecdotal report, and to vague generalizations. It is assumed that a positive correlation between athletic participation and the possession of these traits represents a cause-effect relationship.

That the majority of athletes are socially well-adjusted, have satisfactory personalities, and become solid citizens can not be denied. The fallacy lies in assuming that they are and become so because of athletic participation. It is equally logical to credit them with the possession of these traits becuase of genetic factors and previous environmental influences and to insist that athletics simply provide learning situations which give unexcelled opportunity for their development. The point is that all individuals have to make social adjustments when they engage in group activities. However, the influence of program content, method, teacher example and leadership, and motivation should not be ignored.

The literature is replete with behavior scales and personality inventories, some of which require trained personnel for reliable appraisals. Other approaches attempt to measure the extent to which objectives in physical education, e.g. sportsmanship, are achieved. Problems allowing for alternative behavior reactions in sports situations, with a number of suggested courses of action which may be taken and the reasons why a given course of action is selected, are presented to pupils. From the choices made it can be determined if they know what to do and why to do it in a given situation.

f. The State Physical Performance Test

This test is included here because it is a legal requirement and not because it recommends itself in its present form and the conditions under which it is administered. Since the test is scored in terms of the number of repetitions, the time elapsed, and the linear distance covered, it is inferred that the greater the number of repetitions, the greater the distance covered, and the shorter the elasped time, the better the physical fitness of the pupil.

This assumption might have greater validity were there not so many uncontrolled variables during test administration, among them conditions of weather, testing milieu and supplies, motivation of pupils, and the use of untrained pupil aids, all of which militate against performance which can be relied upon as representing the true ability of a pupil at the time the test is taken.

g. A Test of Physical Fitness

Issue is taken with Section 12820 of the Education Code which states that "A physical performance test is one which measures or attempts to measure the physical fitness of pupils". There are different kinds and degrees of "physical fitness", since it is possible to be fit for one physical activity and not for another, even allowing for transfer which may occur.

Physiologists conceive of physical fitness in terms of physiological fitness, cardiovascular efficiency, or exercise tolerance. The fundamental principle involved is to determine the condition of the heart and circulation of the indiviudal at rest compared with his cardio-vascular condition following specified kinds and amounts of exercise, coupled with the time it takes the post-exercise heart rate to return to the pre-exercise level. Since the respiration and circulation make and attempt to adapt themselves almost immediately to the demands made upon them, and since such adaptation is revealed in increased rate and depth of respiration, increased rate and force of the heart beat, and in changes in vital capacity, blood pressure and ability to hold the breath - all of which can be objectively and reliably measured - it is reasonable to posit that the response of the cardiovascular system may be taken as a valid criterion of an individual's organic condition. This hypothesis has been supported, in general, by experimental work on treadmills, bicycle ergometers, and step-tests done in the past.

A complete cardiovascular appraisal, without limitations of time, equipment or expense is impractical in routine mass testing. Practical "field" tests, validated against laboratory criteria, provide that work-load and time be held constant, the subject's score becoming the differences between the "before" and "after" measures of the physiological variables selected.

h. Rating Scales and Score Cards

Either or both of these devices have value in the fact that they enable qualitative judgments to be expressed in quantitative units, thus objectifying subjective estimates. The first is used in the evaluation of performances, attitudes or other characteristics of pupils and teachers. The usual form is a chart with suggested points to be awarded for the degree to which a trait is evidenced. The score card is a scale listing items for which varying to maximum scores may be given. They have use in evaluating program, school buildings, and textbooks.

Judgments expressed rating scales and in score cards must be viewed with caution, for raters have a tendency to be lenient in their ratings by placing most individuals above "average" on a scale, to be average in their ratings by refraining from using the top and bottom limits of a scale, and to be influenced by the halo effect. Two or more experienced judges should be used in rating and scoring and their scores pooled to arrive at more accurate and equitable appraisals.

Critique - Measurement and Evaluation

A careful inspection of the courses of study, teaching guides and other materials of the Fresno Unified School District reveals the following:

> The grading (marking) scales for the various activities give no evidence of how they were constructed nor of their validity and reliability.
>
> The score sheet for the physical fitness test on page 171 of the Course of Study, Boys Physical Education, also raises questions regarding validity and reliability, and of the adequacy and representativeness of the sample on which the T-scores were computed.
>
> A report dated 1960-61 compares the results of tests given in 1958-59 and 1960-61 for grades 7 through 11 in twenty-nine events. It appears that a cross-sectional rather than a longitudinal study was made. To what extent can the improvement noted be attributed to the program and to teaching efficiency rather than to uncontrolled variables and the different samples used?
>
> There is no evidence that the Motor Fitness Test for Boys is still administered. It is inferred that this has been superceded by the mandated state test.
>
> Fragmentary test results for girls, by grades, frequently shows poorer performance from the tenth grade on but with no analysis of the probable reasons why this should be so.
>
> In general, tests purporting to be measures of "accuracy" - hand-eye coordination - are unreliable, since reported scores in such tests were very erratic.
>
> No references are cited for any of the tests or scales; in consequence it must be assumed that the tests are empirical and that the scales are arbitrarily constructed.

There is an obvious need for an intensive study of the whole program of measurement and evaluation with a view to selecting functional tools with established validity and reliability, accompanied by standardized norms expressed as percentiles or some form of sigma scale.

a. Medical and Physical Examinations

It appears that private physicians, reimbursed by the school district, examine children referred to them following screening by the nurse, health counselor, special physical education teacher, and others. This raises the following questions:

> What medical-physical appraisal do the remaining children receive if parents neglect their responsibility for having this done or can not bear the expense?
>
> How qualified is the screening group to distinguish the borderline cases, especially pupils having potential or incipient organic defects or malfunctions?
>
> To what extent are private physicians competent in the kinesiology and physiology of exercise to enable them to prescribe proper modified or remedial exercise programs for pupils requiring them?
>
> If candidates for interscholastic sports teams are not examined to insure medical fitness for participation how can the district avoid its moral obligations even if it is immune to legal liability?
>
> Would absences due to illness be reduced if every child were examined at the beginning of each school year and had medical service available throughout the year?

b. Classification Tests

In all the schools visited the pupils were classified by school grade, with assignment to a corresponding physical education period. This is understandable in elementary schools which normally are not departmentalized and in which the teacher usually has responsibility for all the subject-matter of his grade. However, in junior and senior high schools having two or more teachers each for boys and girls at least two sections per period can be organized for skill and/or fitness levels. The value of homogeneous classification has already been mentioned; it need only be added that any group originally classified respecting a skill or activity may need to be re-classified with each different activity unit presented.

There is little evidence that serious consideration is given to this problem in the schools visited, except in the area of "physical fitness", as this is inferred to be assessed by the mandated performance test. Here instances of "low" and "high" fitness groups were noted. It is concluded that a real need is evidenced, a joint responsibility of teachers, administrators, and the district.

c. Skill Tests

The courses of study describe and give scoring scales for all the activities mentioned therein. This is evidence of a recognition of the value of testing and an appreciation of its functions in motivating students, marking them, and presumably in evaluating teaching efficiency.

Again there is no evidence of the validity and reliability of the tests nor of the suitability of the scales accompanying them.

Some items of certain tests are appraised subjectively and therefore are suspect.

Other items designed to measure accuracy - hand-eye coordination - are notoriously unreliable.

There is a suspicion that the test elements are practiced and thus become the program instead of being used as a measure of it.

The conditions under which tests are administered are reasonably well prescribed but are often deviated from in actual practice.

Two teachers admitted that they favored the pupil who was "really trying", despite the fact that his efforts were failures on the performance scales.

d. Standardized Norms

No standardized norms, identifiable as such, were available, a fact already mentioned. Recourse should be had to the research literature in physical education for scales which may be applicable to the test events selected or which suggest how such scales may be constructed and evaluated.

e. Information and Attitude Tests and Tests of Social Efficiency

At the post-high school level information tests are administered as a part of some activity course requirements and in health courses whose content is largely academic, but there is no evidence that this is done in the elementary and secondary schools. There is a need to measure the knowledge pupils have about health and physical education, their attitude or changes in attitude because of exposure to instruction, and the extent to which their health habits and exercise habits have improved. It would also be helpful to have tangible evidence of changes in individual and group social behavior which presumably result from participation in activities in which cooperation and competition are inherent.

f. The State Physical Performance Test

There are grave doubts concerning the utility of this test as a state-wide requirement, for the following reasons:

The Test Manual gives no evidence of the validity and reliability of the test battery or of the individual items comprising it.

It appears that at present there are no standardized norms available for local or state-wide use.

The procedures for administering the test items are in some instances too loosely defined, thus allowing for factors which may affect reliability.

Test instructions are occasionally vague and ambiguous, permitting a variety of interpretations regarding their meaning.

Pupils and others with "adequate preparation" may assist in test administration. The change for error, for the display of favoritism, and for other uncontrollable factors to operate is correspondingly increased.

Too much time is permitted for "warming up" preparatory to actual testing.

Testing sites, equipment, and supplies are not standardized.

Weather conditions, such as wind and temperature, affect performance.

Scoring test results by hand is too time-consuming and if machine-scored, too expensive.

Subjective judgments are made of form in the performance of some test items. Alert and competent observers are needed to do this.

Items scored in terms of elapsed time, number of times done in a prescribed time, and the linear distance jumped or thrown, may be measures of the pupil's motivation and will power to a greater extent than they are measures of traits they seek to appraise.

Pupil progress as inferred from test-retest scores may be due to maturation and other factors as well as to the effectiveness of the program.

There is considerable variability in the way tests are administered in the different schools visited.

Some teachers admitted they modified scores upward if "real effort" was shown by the Pupil.

There is a suspicion that in some schools the test events are taught to a point to which they become the program, thus violating Section 12826.

A common complaint is in regard to the length of time elapsing between reporting raw data for scoring and the return of usable information.

It would be of interest and some value to sample the opinion of teachers and administrators regarding the value of the performance test battery and also to find out what pupils think of it. A comparison of the direct cost of its operation with any demonstrable improvement in program and in the physical status of pupils might also prove interesting.

Some of the above criticisms would be of minor importance if the collection of mass data were the sole purpose in requiring state-wide of the test. But since the stated purposes are to

> Identify physically underdeveloped pupils
> Adapt instruction to individual needs
> Appraise pupils' progress, and
> Adapt the physical education program to pupils' needs

it is questionable if they can be satisfactorily realized as the test is now administered by teachers, districts and the State.

g. Rating Scales and Score Cards

Various kinds of rating scales and score cards may of course be presently in use by central office administrators, school administrators, and counselors. The concern here whether tools of this nature are also used in the areas of health, physical education and recreation. Unfortunately there is no indication that this is being done. Among many instruments which might serve a useful purpose is Neilson's Score Cards in Physical Education for Boys and Girls. With modifications it might have value in appraising a physical education department and its functions.

2. Complete and Diversified Programs

A complete program should cover a twelve to fourteen-year span with the subject-matter organized in step by step progression throughout the grade and school levels. It should include:

a. Health

(1) Health Service: medical and physical appraisals, 1st aid
(2) Health Instruction: hygiene, accident prevention, safety, and first aid, preferably taught by the direct method, with incidental teaching as occasions arise. Coincidentally, selected areas should be correlated and integrated into other courses such as science and homemaking.
(3) Healthful Environment: sanitation, safety, and esthetic surroundings.

b. Regular Physical Education

A program designed to serve the majority of pupils. Five areas of activities should be offered: antagonistics, aquatics, athletics, gymnastics, and rhythmics, organized and taught as a cycle, block, or 5-fingered program. Coeducational activities and the opportunity to teach coeducationally should not be ignored.

c. A Competitive Program

The activities included provide opportunity for an "enriched" curriculum and for putting into practice the basic skills learned in regular physical education. Competition may be offered on a low intra-class level, a middle intramural level, and at an upper interscholastic level. Pupils should also have opportunity for competitive experience in programs sponsored by the recreation department.

d. Restricted Physical Education

This provides modifications in the kind and/or duration and intensity of activities for pupils convalescing from illness, recovering from and injury, or whose present organic status precludes a regular program of vigorous exercise.

e. Remedial Physical Education

A program designed for pupils with remediable organic and physical defects; it should not be limited to the special State-supported classes.

f. Recreation

Organized and conducted under school and/or recreation department auspices outside the regular school day. Participation can be limited to the respective sexes but can also be coeducational in selected team sports such as volleyball, dual sports such as tennis, non-competitive aquatic activities, and rhythmic activities such as social, square, folk, and country dance.

Critique - Complete and Diversified Programs

In the instructional phases of the total program all students should be required to meet minimum standards for their respective classification groups and grade levels. Such standards as presently obtain in the Fresno schools should be re-evaluated for their suitability, revised where indicated, and enforced.

The program should be flexible enough to permit modifications and adaptations necessitated by changing conditions and unforeseen situations. Since the majority of classes observed were engaged in game activities or busy with the mandated performance test items there is a present negligible need for flexibility; most programs gave little evidence of careful organization and diversity in content.

Selected activities should be correlated with other subject-matter fields. Dance, for example, has a rich content which can be correlated with the social sciences in the areas of history and religious and social customs. It is doubtful whether full advantage is being taken to do this.

Informational content consisting of the values and purposes of an activity, its rules, history, et cetera, should not be ignored. Written tests should be given in the upper grades, especially in health instruction courses, to find out what pupils know and what appreciations and attitudes they have acquired. Evidence that this is being done was found only in the lower division at the college level.

Military science, bank, and drill team membership should not be accepted as substitutes for physical education nor should driver training be permitted to pre-empt physical education time.

a. The Health Program

Comments have already appeared above respecting the medical and physical appraisal of pupils. First aid is provided in all schools, the responsibility for administering it being given the teacher, the principal, or the nurse. School environments meet at least minimum standards in sanitation and safety, although there is no doubt room for improvement in both. The newer schools are well-planned and esthetic in appearance. The older schools, some of which are marked for demolition, are apparently being maintained at minimum expense.

The major deficiency in the program as a whole lies in the little attention given to health instruction. There is a need to assess the curricula at all levels to insure inclusion of this important phase of education. Further comments will be found in the critique of biogenic needs.

b. The Regular Program

Again it must be repeated that these programs would be better than average were the prescriptions which appear in the courses of study carried out. Some deficiencies noted may be attributed to inadequate facilities, but even with these handicaps programs could be improved under capable and enthusiastic leadership. Too little attention is given to gymnastics and rhythmics, subjective motor activities which should form the core of the programs for boys and girls well in the secondary level. Athletics make up the bulk of the program, usually presented in blocks according to seasonal appropriateness. Few of the activities seem to be taught in a progressive sequence of difficulty. A limited number of free exercises are given at the beginning of each class period. They are evidently performed by rote and are so poorly executed that the time they consume hardly justifies the results they produce. Some programs consist largely in the supervision of children at play, with occasional incidental instruction.

c. The Competitive Program

As is usually the case competitive athletics are better organized and more efficiently conducted than any other part of the total physical education program. Time tested patterns which have proven satisfactory are followed. The success of the competitive athletic program is probably due to the following factors:

The interest appeal which they have for the youngster
The interest appeal which they have for the spectator

The motivation provided by extrinsic incentives and the publicity they receive
The smaller number of participants with which a coach has to work and the fact that reasonably skilled players want to engage in them and are challenged to demonstrate their ability in order to be permitted to do so
The pre-emption of teacher time, school time, and the use of facilities
The presence of qualified coaches in a limited area of competence who are challenged to produce good teams and sometimes must do so to retain their jobs
The evaluation of the program's success in terms of wins and losses
Their organization into leagues and their control by league rules and rules of the CIF

Little need be said about their potential value, since they serve a real need in achieving physical education objectives. The principal criticism that may be directed at them is that they may be emphasized to the detriment of the total program and thus become the "tail that wags the physical education dog".

Intramural programs, as organized and conducted in the Fresno schools, are not subject to major criticism. At the upper level they are a joint venture of the schools and the recreation department, the one providing the facilities and the other the leadership, usually school personnel, for pupil participation in a variety of activities after the close of the school day.

At the intra-class level there is a danger that the desire to motivate pupils through competition will transcend the need to give sufficient instruction and drill so that they can perform skillfully. It requires no teaching ability to organize teams, arrange schedules, assign playing areas, and then around and "supervise". This isn't teaching, even if it masquerades as such too often. Any desirable outcomes which occur are as much a matter of accident as of intent.

d. Restricted and Remedial Programs

No examples of restricted programs, as defined, were seen. It is probable that pupils on occasion are restricted in the kind and amount of activity they are permitted to do in regular classes, but no classes specifically for this purpose are scheduled.

In remedial physical education honest attempts have been made to provide special instruction for pupils having remediable defects. The program seems to have been supported in part from special State aid and in part from the district budget. A report from the Director of Physical Education, dated November 9, 1966, gives as reasons for the curtailment of this service (1) non-existence or inadequacy of facilities (2) unavailability of qualified personnel, and (3) the stringent financial position of the district. Obvious solutions seem to be a willingness by local taxpayers to provide sufficient funds and the readiness of teacher-training institutions to provide a supply of well-trained and competent teachers. The less obvious is to prevent the occurrence of many of these conditions by requiring a sound activity program at the elementary level, taught by full-time physical education teachers to relieve the untrained classroom teacher of this responsibility.

e. The Recreation Program

The after-school, evening, week-end, and summer programs of recreation are eminently satisfactory, judged by the Annual Report of the Department of Recreation and the information assembled through interviews. The schools and the recreation department, which has major responsibility for administering and supervising the program, cooperate to the end that children and adults may have facilities and opportunities to engage in recreational activities in their leisure.

3. Courses of Study

In theory courses of study and the subject programs for which they are prepared are identical; they differ in fact in that courses of study are specifications which appear in print whereas the programs appear in practice, and not infrequently the two are quite divergent. A course of study is no better than the teachers for whom it is designed; they may use it intelligently or they may ignore it entirely. What a course of study should comprise can not be better expressed than by quoting from Good, Dictionary of Education,

> Course of Study: an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for a given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the material to be studied, with suggestions as to instructional aids, textbooks, supplementary reading, activities, teaching methods, and measurement and evaluation.

Critique - Courses of Study

By Good's definition the courses of study at the secondary level for boys and girls are sound. What they need is up-dating, revision, better content organization, more particularization, standardized nomenclature, and the inclusion of methods and techniques of teaching. Any tests and scoring scales selected should be carefully evaluated aginst acceptable criteria before they are adopted.

At the elementary level there is not a single course of study but a series of them, dating from 1950 through 1961. It might prove valuable to consolidate them into a single publication, or at least into fewer limited to classes of activities (e.g. games, gymnastics, rhythms) or grade levels (e.g. primary grades: K, 1, 2, 3, and elementary grades: 4, 5, 6).

The courses of study in general give adequate coverage of what constitutes a diversified program, even to including information the students should know. One wonders the extent to which this information is made available to them in printed form or communicated to them by teachers. Some activities for girls should be evaluated in terms of their contribution to the achievement of objectives; two in particular are baseball and track and field activities. It can be argued that the outcomes expected can be better realized through other activities which in addition have concomitant value in the form of improvement in posture and the utilization of leisure.

4. Qualified Teachers

The most important component in a learning situation is the pupil, with the teacher second in importance to the learner but first in importance among the factors which conduce to acquiring information, attitudes, habits and skills. What children need are superior teachers, interested primarily in helping them to develop rather than in salary scales and retirement benefits.

The district personnel department, in cooperation with the office of the director of physical education, needs to establish selective procedures for the placement of prospective teachers on an eligibility list. The appraisal and placement of applicants should be based on

> Their academic and professional course record, with analysis of the latter for breadth and depth of preparation.
>
> The personal recommendations they submit.
>
> A check list of the activities in which they are average or above in proficiency

The ratings given by the references they submit

Their previous work experience record, especially with boys and girls

A statement of their philosophy of education in general and of physical education in particular

Written examinations in the theory and practice of physical education and health

Practical examinations in fundamentals of selected skills

Rating by a panel of judges or by personal interview of personal appearance and personality traits

Evaluation in appropriate academic subject-matter if they also expect to teach in the classroom

This may seem time-consuming and expensive but is economical in terms of the dividends received from employing teachers who will render conscientious service to the community until their retirement.

Once an eligibility list has been established it does not follow that the person rated first should be assigned to the first vacancy which occurs. The school principal and the department chairman concerned should have the opportunity to interview two or more candidates to assure themselves that the one they recommend for employment is suited to that particular school.

There also needs to be better communication between districts and teacher-training institutions to acquaint the latter regarding qualifications the schools expect prospective teachers to possess. Under existing conditions schools have to employ whatever kind of product the training institutions see fit to produce.

Although the secondary schools generally are staffed with teachers presumably well-trained in physical education this situation does not presently exist in the elementary schools. The elementary teacher usually is responsible for all of the subjects in the curriculum, including physical education - the one for which he is least qualified. There is definite need for full-time physical education teachers at this level for reasons already mentioned.

Critique - Qualified Teachers

It seems that the present practice is to employ teachers without intensive screening and to assign them to schools without the director of physical education, the principal of the school, or the chairman of the department having a choice in their selection and placement. This is considered to be an inefficient and inequitable practice.

Candidates are often selected to fill a part-time position in an academic department with the remainder of their teaching load satisfied by assignment to physical education, an area in which they may have little interest or training, on the implicit assumption that "anyone can teach P.E.". This practice is not in the best interests of the teacher, the pupil, or the physical education program. It can be condoned only for interscholastic sports in which the teacher has acquired skill and experience as a former competitor, and for which he has responsibility well within his area of competence.

In the educational hierarchy colleges and universities are "top dogs" and by reason of their position influence educational trends in the elementary and secondary schools. It is traditional for colleges to dictate the kind and content of academic courses in high school through the entrance requirements they impose. It is quite possible for suspect educational philosophies to infiltrate the public schools through the apostles colleges indoctrinate and recommend for teaching. It is not unusual for education department faculty to give content and methods courses for the elementary and secondary levels without themselves having had personal experience in teaching boys and girls in the public schools. This further emphasizes the need for closer cooperation between schools and teacher-training institutions in setting up requirements and standards for training teachers.

5. Improved Instruction

Pupils not only need but are entitled to better teaching. It is paradoxical that some good teachers teach poorly. They are proficient in their subject-matter field but do not know how to teach what they know. They are ignorant of or neglect to use time-tested methods and techniques for organizing the materials to be taught and for presenting it in logical sequence. In Physical education good teaching requires

Daily lesson plans for the guidance of the teacher and, if published, for the information of the pupil

Presentation of material by
  Verbal description, often given in the form of commands, accompanied by
  Visual demonstration by the teacher of the movement of skill, and by

Imitation by the pupil of the teacher's demonstration

Observation and criticism of pupil performanc by the teacher to correct imperfect performance

Repetition to achieve physiological outcomes and to develop the coordination requisite to accaptable performance

Individual and group discussions of the activity and its values

Analysis and then synthesis of complex skills, included during the presentation.

There is much to say in favor of the "whole" method of teaching but a better case can be made for the "part" method when teaching skills to uncoordinated pupils. The practice of placing them in a game situation, e.g. baseball, and expecting them to learn the necessary skills incidentally while so engaged, is to be decried. Even professional teams spend long hours in throwing, batting, and rehearsing simulated game situations! Good teaching will analyze an activity into its elements, drill on them under critical observation until they are learned, and then synthesize them into a whole. Many of the fundamentals can be taught as mimetic activities by mass instruction and be incorporated in lead-up games and relays.

Instruction can also be improved by diversifying the material taught in a lesson and from lesson to lesson. It has been remarked that the free exercises seen done are limited in number and performed haphazardly by rote, almost invariably under unqualified pupil leadership. Interest is engineered, motivation increased, and learning improved by the inclusion of new materials. Even the most avid learner can become bored by repeating the same routine daily during a four-week unit of instruction!

Critique - Improved Instruction

Widespread use of unqualified pupils to "lead exercises" and to assist in test administration was observed in all the schools visited. None of the exercises were demonstrated by teachers and none were correctly demonstrated by pupil leaders. At no time were any criticisms made or suggestions offered regarding correct performance. It is assumed that the teacher is hired to teach, to set the example, to give pupils the benefit of his knowledge and experience, to give constructive criticism, and to impel pupils to try to achieve. These principles of good teaching seem to be ignored.

Class discipline, by which is meant order and organization, was usually mediocre; class formations were not maintained, and pupils did the exercises pretty much when and how they wished with a minimum of teacher control. On the whole, better work was observed at the elementary level under classroom teachers than was evident at the secondary level under physical education teachers.

The dress of men physical education teachers was not uniform and often lacked neatness and cleanliness. Although the women were much more particular in this respect some offenders were to be seen. It is regrettable that all of them did not present a more professional appearance. The posture, carriage and physique of some teachers could be criticized. One young woman in particular had such an unpreposessing figure that she could hardly be expected to demonstrate activities correctly or to be a living model of what physical education does for one. There is reason to suspect that her personality is adversely affected by her physical appearance. She should never have been employed to teach physical education!

6. In-Service Training

If teacher training institutions were to prepare their product to meet the specifications of an employing district there would be little or no need for in-service training. The fact that it is needed implies that

> Teacher training institutions are not qualifying grades for the job to be done, and/or
>
> Teachers are not professionally-minded enough to take courses, read the literature, attend conferences, and witness demonstrations to get new ideas and to learn what is being done in their field.

Most school districts provide opportunity for in-service training at one time or another. Unless required it is usually attended by the better teachers and avoided by those most in need of it. It should be made mandatory, with pay scale credit or release of time to attend offered as a palliative.

Critique - In-Service Training

There was no opportunity to observe an in-service training class in physical education.

7. Motivation

Ideally the teacher does not teach subject-matter nor does he teach the pupil; he presents a learning situation having desirable ends in view and attempts with all the motivational devices at his command to interest the pupil in self-activity which results in learning. It has been said that the central problem of teaching and learning is motivation. Teaching becomes a sinecure when pupils have a desire to learn, realize the need to learn, and are aware of the rewards of having learned.

Motivation traditionally has consisted of some incentive system of rewards and punishments, or praise and censure. These are extrinsic and, while of value, do not reach the heart of the problem. The pupil submits to the task of learning because of something he hopes "to get out of it", or because of something unpleasant he wishes to avoid. If he wins a letter or medal or receives a good grade he is more concerned with the tangible regard than with the physical and psychological changes which occur as a result of study and practice. What the pupils needs is a will and a drive to learn for its own sake, for the satisfaction he derives from a task well done and a goal achieved. The teacher needs to find ways by means of which this can be accomplished and to inspire pupils to use them.

Critique - Motivation

The system of extrinsic awards in use in interscholastic and intramural athletics follows traditional patterns and is adequate in most respects. Motivating boys and girls who voluntarily "go out" for an activity is not the problem, whether they do so for the material symbols which are given, for the fun of it, or because they are aware of the personal benefits which ensure. The real problem lies with those who are lethargic and who just don't seem to have any "get up and go".

Three male teachers volunteered the statement that they "just didn't know how to get through" to certain pupils who couldn't seem to care less about their physical development. Some of the maturer junior and senior high school girls seem to abhor exercise. Is this because it takes effort, makes them perspire, spoils their make-up and hair arrangement, requires clothing changes twice in a period, or why? It would appear that neither sex has been educated in the values of regular exercise nor has it been habituated to it in vigorous programs having exacting standards. Perhaps this situation results from too much permissiveness in the program.

The grading systems published in the courses of study take into consideration the factors of attendance, dress, achievement, showering, and citizenship in marking pupils. Here again it is a question of whether satisfactory compliance with these requirements is because of the grade assigned or because of a real desire to improve themselves.

There is a need to develop esprit de corps and better morale in individuals and classes. Measures which have been used to achieve this are

> Uniform dress, strictly enforced, which gives a sense of "belonging" and stimulates individual effort to insure success of the group, as noted in interscholastic teams. Cooperation is often improved and disciplinary problems reduced as individuals are absorbed into the group.
>
> A marking system with a minimum of items subjectively judged, to give pupils confidence in its impartiality and to provide objective evidence that the grade received is the grade earned.
>
> A program which is interesting, instructional, and which demands acceptable achievement.
>
> Teachers who are competent, forceful, and enthusiastic, and who control their students as tightly as coaches control the members of their teams.
>
> Uniformity in standards of dress, deportment, and achievement by all teachers in the same department, with fair and impartial enforcement of the standards set.
>
> Homogeneous classification for reasons given earlier.
>
> The application of some of the suggestions under public relations.

8. Adequate Facilities

Although a good teacher can organize a good program with inadequate facilities, he can provide a better one if he has sufficient supplies, equipment, and plant space. Poor programs are usually blamed on lack of administrative support, insufficient budget, not enough time, and inadequate facilities - routine alibis used by the unimaginative teacher. Facilities help a lot but are not indispensible. For example, the fundamentals of tennis can be taught in the absence of tennis courts; dry-land swimming and phases of water safety and resuscitation without the use of pools.

In terms of capital outlay and operational expense the cost of physical education probably exceeds that of any other department. It is questionable whether physical education personnel can justify this to the administrator, board of education, and taxpayer in terms of the demonstrable results produced by their programs.

If equal educational opportunities for all pupils is to become a fact and if more than lip service is to be given to the objectives of physical education, adequate facilities must be provided. The community must resign itself to the fact that this can be done at no small cost.

Critique - Adequate Facilities

None of the elementary schools have gymnasiums and few have auditoriums or cafeterias that lend themselves to or which can conveniently be used for activities best taught indoors or which must be given indoors during inclement weather.

All of the senior high schools have gymnasiums but some of the junior high schools do not. Where but one gymnasium floor is available it is shared jointly by boys and girls thus creating problems of class scheduling, equal use, and who has priority to its use on rainy days. Separate areas for special activities are needed; dance, gymnastics, corrective, weight-lifting, wrestling. One junior high school bemoans the fact that next year its corrective facilities will be pre-empted for use as a classroom.

Finding funds for the construction of bleachers for spectator use rarely seems to present a problem but are too seldom available for instructional facilities. In the future priority should be given to the latter before expenditures are made for structures which are so little used throughout the year.

It is possible that some of the poorer programs noted are in part due to lack of facilities and in part to discouraged teachers expected to do a good job under severe handicaps.

Some schools have pools but they are not all heated, thus limiting their use to the fall and late-spring. School and recreation department pools are not geographically distributed so that schools without pools have ready access to them during the school day.

9. Public Relations

Physical education needs to promote better public relations to insure understanding and moral and financial support. The interscholastic program presently is the principal medium by which the community becomes aware of the one aspect of physical education with which it can identify. The public is usually poorly informed about other and equally important areas because the latter rarely are publicized and do not receive the space given to athletics in the news. If community support is sought it must be given information concerning the purposes, needs, and values of the total program for the large number of boys and girls who do not participate in competitive interscholastic sports.

The best publicity for any product is the satisfied customer, in this case the pupil. If he enjoys physical education and develops a respect for it he will laud it; if the contrary, he will also vocalize about it but in derogatory terms. The teacher has the responsibility for developing positive pupil attitudes.

Other means which have been found of value are marching bands and drill teams which perform not only at sports affairs but which may be invited to make appearances in parades and other public affairs. Exhibitions and demonstration of routine class work presented to service clubs, PTA meetings and other groups, spread the gospel.

Published reports of comparative test results - especially when they favor the local schools - and newsworthy articles and pictures make a contribution to better understanding. They are usually welcomed by the newspapers if of local interest.

Informal visits by parents to see classes in progress have been advocated provided teaching is not disrupted thereby. What is not advocated are visitors' days with rehearsed activities which are typical of daily routine.

Newspapers prefer to print what is sensational and out of the ordinary, such as "man bites dog". They give more space to the user of marihuana or the stealer of hub caps than they do to a dozen pupils who win national scholarships. Readers are equally at fault in their failure to realize that what read in the papers is usually the unusual and not representative of the large majority of boys and girls. They generalize from the specific instances reported and conclude that the younger generation is going completely to the dogs. It will take superior and persistent education of the public to combat this tendency.

Critique - Public Relations

Had the interscholastic program no other contribution to make it would still justify its place in the total physical education program because of its public relations value. This is both good and bad. The good points are obvious, the bad feature lies in the tendency to assume that a superior sports program is a valid and reliable criterion of the whole program. This is a mistake, for too many sports programs are superior because of the emphasis placed on them to the neglect of other phases of physical education.

Policies, procedures, and practices for improving public relations should be formulated for the guidance of all concerned. The responsibility for public relations for the district might well be centralized by assigning this function to someone trained in this field.

10. Supervision

The end result sought by supervision is the improvement of instruction by the teacher and of learning by the pupil. It is one of the duties of the teacher, of the departmental chairman, of the principal and his assistants, and of the superintendent and his deputies. It represents a chain of authority and responsibility, and presumably of competence, from the highest to the lowest level. Its functions have been defined as

The improvement of instruction

The stimulation of professional growth of teachers

The selection and revision of objectives

The selection and revision of instructional methods

The selection and revision of material of instruction

The evaluation of instruction

Critique - Supervision

The functions mentioned have been touched upon elsewhere in this report. No appraisal was attempted of the kind and extent of supervision by principals or department chairman. It was observed that many teachers "policed" their classes in free play instead of supervising their learning experiences in planned activities having educational value.

The Directory of the Fresno Unified School District lists fifty-four (54) elementary schools, fourteen (14) junior high schools, and eight (8) high schools, a total of seventy-six (76) schools in which programs of physical education are offered for boys and girls. Responsibility for all supervisory functions is given one person, the Director of Physical Education and Commissioner of Athletics.

It is unreasonable to expect him to handle the multitudinous duties of Director of Physical Education and Commissioner of Athletics and also visit schools reasonably often to observe programs in action, assess needs, confer with principals and department staff, and still have enough time to devote to constructive planning and the improvement of all phases of the program for which he is responsible. A minimum of two assistants is recommended. If two are provided they could work jointly on the elementary level and separately at the secondary level, one in charge of boys and the other in charge of girls physical education. If three are provided the same allocation of responsibility could be made, with the third person assigned to health and remedial physical education at all levels, in which event he might be subordinate to the Director of Health Service as well.

APPRAISAL OF DIFFERENCES IN NEEDS OF ETHNIC GROUPS

The Product Specifications state that the report should include "adequate sampling of each skill for each of the four student types":

Majority ethnic, middle and upper income
Minority ethnic, middle and upper income
Majority ethnic, lower income
Minority income, low income

A strict observance of this prescription would entail the labors of Hercules! There are literally hundreds of skills in activities for boys and girls in antagonistics, aquatics, athletics, gymnastics, and rhythmics in the twelve-year physical education program and presently there are no reliable test data upon which to base an appraisal of differences in skill aptitude or achievement which can be attributed to differences in ethnic background or economic status.

At most ethnic origin has an influence on physical education performance because of two factors, (1) somatic differences peculiar to the race, and (2) activity preferences due to cultural background, but there is no evidence and little reason to give either of them consideration here. Somatotypes in the Fresno schools cover the whole range of physique by either Kretschmer's or Sheldon's classification. Boys and girls are short, average and tall, and they are fat, average and thin, without regard to race, national origin, or economic class. The only effect of economic level would possible be found in their health and nutritional status, as the latter are influenced by the financial ability of families to provide for them satisfactorily. But here again no clear-out lines can be drawn since poor health and malnutrition are not the exclusive prerogatives of the poor.

Negroes, Mexican-Americans and Caucasians play football at all competitive levels, a sport which places a premium upon weight, height, physique, and skill. The same ethnic groups engage in other forms of sport, such as competative gymnastics, where body build is a limiting factor in performance. In physical education it would be more appropriate to classify pupils as ectomorphs, mesomorphs, and endomorphs for instructional and competitive activities rather than on a grade level. A crude but serviceable type of this classification is implicit in the better examples of exponential systems mentioned earlier.

The fact should not be overlooked that in those schools that have a large ethnic minority a larger proprotion of pupils will be bigger and physically more mature in any given grade compared to the pupils of the same grade in other schools. This is more likely because they are academically retarded for their age and thus are in a lower grade than their counterparts elsewhere, or it may be the result of a more rapid maturing among Negroes and those of Mexican and southern European extraction.

Until there is evidence to the contrary the conclusion must be reached that economic and ethnic factors do not influence a pupil's aptitude for and potential success in physical skills, and therefore no modification in program content, in standards, or in methodology need be made because of them.

Difference in program content for health education for the ethnic-low-income groups is probably needed. Informational facts and principles are not dissimilar to academic courses requiring reading skills and comprehension. Another impediment to intelligent understanding may be bilingualism, usually found in Mexican-American homes. There may also be a problem in inculcating positive health attitudes and habits because of less concern for and lower standards of hygiene among the low economic groups. These are probabilities which should be tested further to establish them as facts.

PROJECTIONS FOR THE FUTURE

Judged by past and current trends in social philosophy, economic growth, international relations, industry and technology, the following may be anticipated in the future:

> Greater opportunity for vertical as well as horizontal mobility in economic, cultural, social, and political areas for all ethnic groups

Physical education and recreation have roles here in the education of youth and adults in social-recreational activities to improve cultural-ethnic understanding and interaction.

> Improved technology requiring new skills and resulting in increased automation

Each increase in the use of machines to supplant physical labor moves society a step closer to the push-button age. Physical development through physical labor is decreasing and will come to depend more and more upon vigorous physical education and recreation programs for its achievement.

> More leisure in the form of shorter work days and weeks and because of possible earlier retirement

Leisure is a menace unless wisely used. Education for leisure is the responsibility of the schools, with physical education taking a dominant part in instruction in physical recreation. Other forms of recreation are the responsibility of other school departments, of the recreation department, and of youth and adult organizations.

> An increasingly larger percentage in the older age group as a result of Medicare, private, and other public health services.

The problems posed by the voluntary or enforced retirement of older persons can be crucial. Adult education programs and programs offered by the recreation department offer partial solutions through training and opportunity to engage in social-recreational activities.

Continuation of required military service for national security and to meet international commitments.

Draft statistics since World War I disclose the large number of youth of military age who fail to meet minimum physical fitness standards for active service. The need to maintain a large armed force apparently will continue for years to come. Health and physical education are the only school programs potentially equipped to do the job of developing and maintaining physical and physiological fitness at a level demanded by the military and can do so only if adequately organized and administered.

More entertainment and more spectator sports at the professional level.

Entertainment and spectator sports have a legitimate place in the lives of children and adults and both have in many instances become a source of livelihood for talented persons in athletics and the arts. But since it takes less effort to watch someone else perform than to perform personally, there is danger that more and more people will become spectators instead of participants. Here again physical education has resonsibility for educating and habituating pupils in activities having carry-over value.

Increase in population in an almost geometric progression, the "population explosion" that is causing concern to sociologists and economists

The immediate result of this may be a shortage of school facilities of all kinds, over-crowded classrooms, and the need to use mass methods of teaching or wider use of closed circuit television. Physical education may have to revise its program and its methodology drastically to take care of pressing needs. Sex education may provide a practical answer by giving instruction in birth control.

Increase in the "floating population", composed chiefly of migrant workers

Easy employment opportunities may cause others to move from place to place without putting down any roots. In a predominantly agricultural community migrant labor always poses a problem relating to living standards and the education of children. The multiplication of irrigation projects in the San Joaquin Valley may result in this problem becoming more acute.

The trend toward the unionization of teachers with control in the hands of non-professionals seeking self-aggrandizement

By the traditional definition of what constitutes a professional person the members of unions can not be considered professionals. They are craftsmen, not always skilled, who sell their services as do carpenters and plumbers. They seem primarily interested in improving their status and income and only secondarily interested in improving teaching. The tendency to do this is also seen among some of the teachers' professional organizations. This is hardly in the interest of the district that employs them and certainly not in the interests of the children in their classes. No answer suggests itself that would not be construed as totalitarian, un-American, the violation of personal right, or communistic.

UNMET NEEDS DIVULGED IN BRAINSTORM SESSION

A careful check of the suggestions emanating from the Brainstorm Sessions reveals a number of interesting things:

> The technique was successful in giving opportunity for everyone participating to "speak his mind". This brings relief and is evidence of the democratic process in operation.
>
> The suggestions made may reflect what the contributor wants of needs, under the guise of supplying a need of the pupil.
>
> There is almost as much agreement as disagreement on identical items, giving one cause to wonder how both points of view can be satisfied.
>
> It is apparent that many of the suggestions made reiterate those which appear in this report, indicating general awareness of specific unmet needs. In summary it may be of interest to cite these more or less verbatim by reference to page and item numbers:

5-A-1-d	Practical courses in methods, techniques . . .
5-A-2-a	More adequate, diversified practical in-service classes . . .
5-A-2-g	Mandatory in-service training
5-B-1-a	Better qualified personnel
5-B-1-e	Assignment only in area of competency
6-B-1-j	Clearly defined policies of hiring, etc.
6-B-1-k	Selection and assignment based professional competence, etc.
6-B-1-q	Staff participation in selection
6-C-1-e	More teacher automomy and authority, etc.
6-C-2-e	Improved health records, etc.
8-C-5-e	More programmed instruction
10-E-1-a	Trained aides for playground, etc.
10-E-2-j	Special trained elementary teachers in physical education
11-E-2-k	Special teachers for special education (remedial?)
11-E-2-t	Full-time nurses

11-E-2-u	Trained health staff
12-A-1-1	Instruction in personal hygiene and sex education
13-A-1-s	Standardized broader physical education programs at all levels geared to physical fitness of individual student
13-A-2-e	Broader scope of recreational activities
12-A-2-d	Require "B" average for and de-emphasize sports
13-A-2-g	Camping facilities and outdoor education
13-A-2-p	Less emphasis on interscholastic athletics
14-A-3-i	Testing done more often, more carefully, and for all
15-A-5-d	Mandatory birth control education
15-B-1-a	Health services, etc.
15-B-1-b	Free meals and clothes for needy students
15-B-1-e	Nutritional break AM and/or PM
16-B-3-d	Uniform code for student dress and appearance
16-B-3-i	Standardize rules and back up disciplinary efforts of teachers
16-B-4-g	Activities to give each child a feeling of security and recognition
16-B-4-i	Find ways to increase student's interest in school
17-B-1-a	Prevent problems by early recognition of needs
18-B-4-a) 18-B-4-f)	All are suggestions in re the physically handicapped
19-C-1	Health education for parents
20-C-23	Mandatory adult education, e.g., marital counseling, homemaking
21-A-4	School vs. parent role in educating child
21-A-18	Every school should have a cafeteria and hot lunches
21-A-23	Free lunches for students
22-B-1-k	Homogeneous grouping
23-B-2-i	Early admission to remedial programs
23-B-2-r	Remedial physical education in elementary schools

28-A-1-bb	Equal physical facilities at all schools
28-A-2-a	More functional playgrounds
29-A-2-oo) 29-A-2-pp)	Pools for all schools, including elementary
30-A-3-a-23	No classes (academic?) in gymnasium
31-A-3-a-47) 31-A-3-a-56)	All deal with improved physical education facilities
32-B-1-a-6	Control of dust and ventilation
33-B-1-d-15	Better design of rooms for specific use
35-A-1-m-6	Better lighting
39-C-1-c-9	More and bettdr physical education equipment
43-B-1	Establish a Department of Public Relations or hire a public relations man
44-C-1	Coordination of colleges with area/teacher needs

TF 17 PHYSICAL EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF 17- 1. Pupils need more diversified programs in physical education under the leadership of qualified personnel.

TF 17- 2. Revised and updated courses of study are needed.

TF 17- 3. A program of measurement and evaluation for diagnosing student needs in physical education is needed.

TF 17- 4. A program for classifying physical education students homogeneously is needed, with specific standards of performance identified for each group.

TF 17- 5. A program for assessing pupil achievement in physical education is needed.

TF 17- 6. A program for marking and motivating students in physical education is needed.

TF 17- 7. More adequate facilities are needed for physical education.

TF 17- 8. Administrative support for the physical education program is needed.

TF 17- 9. There is a need for information and instruction in the area of healthful living which should be an integral part of every activity conducted within the physical education program.

TF 17- 10. Improvement is needed in the physical education activity program in the areas of calibre of instruction, organization of classes, and teaching procedures.

TF 17- 11. There is a need for coeducational physical education activities particularly in the areas of dance and rhythmics.

TF 17- 12. The present practice of hiring and assigning of physical education teachers seems to be inefficient and inequitable. This process should involve local school staff in addition to central office personnel.

TF 17- 13. Physical education needs to promote better public relations to insure understanding and moral and financial support.

TF 17- 14. There is a need for closer cooperation between the schools and teacher training institutions in setting up requirements and standards for training physical education teachers.

TF 17- 15. There is a need to develop espirit de corps and better morale in individuals and classes.

TF 17- 16. Fresno City Schools lacks a clear statement of its aims and objectives.

TF 17- 17. Teachers in the academic areas should become acquainted with the objectives and activities of the physical education program.

TF 17- 18. Emphasize the role of the physical education coach as an important agent in assisting with the social and emotional development of children and youth.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. > Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning